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ABSTRACT

A 3-year research and development project examined ways to improve the retention of special education teachers in the Memphis (Tennessee) City Schools. Several individual studies identified sources of dissatisfaction with teaching and the conditions that would encourage career longevity among teachers. Responses from 470 special education and general education teachers who left their teaching positions from 1990 to 1993 were analyzed and in-depth interviews were conducted with 60 of these "exiters." Attrition rates were 5.8 percent to 7.9 percent per year for special educators and 4.6 percent to 5.8 percent for general educators. In deciding to leave, 51.5 percent of special education exiters and 23.2 percent of general education exiters gave "dissatisfaction with assignment" as an important reason for leaving. The study identified four personnel areas as the focus for strategic planning: (1) school climate and conditions; (2) working conditions of school personnel; (3) relationships within the school among all programs and personnel; and (4) personnel employment, assignment, and professional development policies and practices. Individual chapters of this report address: introductory material; attrition rates; the screening study; the study of influencing factors; the exiter study; the study of educators' career plans; major findings across the studies; and strategic planning. Attachments include questionnaires and the interview guide. (Contains 64 references.) (DB)

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Center for Research in Education

RTI Project 5168

January 31, 1995

FINAL REPORT

IMPROVING THE RETENTION OF SPECIAL EDUCATION TEACHERS

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Prepared for

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
The U.S. Department of Education

under
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Center for Research in Education

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The following representatives of the Memphis City Schools (MCS) served on the Advisory Panel in Year 1 and on the Advisory/Planning Panel in Years 2 and 3:

- Barbara Jones, Associate Superintendent of Student Programs and Services.
- Barbara Bolton, Special Education Supervisor and Manager of the Raineswood Center.
- Bobby Gammel, a Special Education Teacher at Evans Elementary School in Year 1 and an Assistant Principal at Treadwell Elementary School in Year 2.
- Beverly McCormick, Principal at Wells Station Elementary School.
- Peggy Reynolds, Special Education Teacher at Wooddale High School (recently retired from teaching and now serving as the Project Coordinator, Memphis Rotary Foundation).
- Georganne W. Spight, General Education Teacher at Middle College High School in Year 1 and an Instructional Facilitator in Year 2.

Rutha Pegues, Director of Special Education, served on the Year 1 Advisory Panel but retired at the end of Year 1 and was replaced on the Panel by Genevie DePriest, who replaced Rutha as the Director of Special Education.

In Years 2 and 3, the following representatives of the MCS were added to form the Advisory/Planning Panel:

- Genevieve DePriest, Director of Special Education and Rutha Peques' replacement.
- Eddie Gamble, Special Education Teacher at Klondike Elementary School.
- Hazel Harris, Special Education Supervisor/Manager.
- Rubbie Patrick Herring, Supervisor for Bilingual Education.
- Louis Holmes, Principal at Georgian Hills Junior High School.
- Barbara Miller, Instructional Supervisor.
- Peggy Sears, Principal, Kingsbury Elementary School.
- Linda Steen, parent representative.
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- Regina Williams, parent representative.

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ABSTRACT

Improving the Retention of Special Education Teachers
In The Memphis City Schools

From October 1991 to December 1994, the Memphis City Schools joined with the Research Triangle Institute (RTI), based in North Carolina, in a three-year research and development project concerning the attrition of special education teachers from the district's schools. Encompassing both research and strategic planning, the study was supported by the Office of Special Education Programs of the U.S. Department of Education, and is one of three major investigations of this issue in urban districts funded by the federal government. The stimulus, for both the Department of Education and Memphis, is the shortage of special education teachers and the desire to curtail the loss of talented teachers from the community by determining sources of dissatisfaction with teaching and the conditions that would encourage career longevity among teachers. These concerns of the Memphis City Schools (MCS) administration pertain not only to special education teachers, however, but to all instructional personnel in the district.

Research Findings

The MCS organized a local Advisory/Planning Panel of teachers, principals, parents, and central administration personnel to provide leadership for this project. With the guidance of the Panel, research studies gathered responses from several hundred special education and general education teachers who left their MCS positions in 1990-91, 1991-92, and 1992-93. These "exiters" were individuals who left their teaching positions, and almost all of these left the MCS, although a few stayed in the district in a non-teaching capacity or moved from special education to general education teaching positions. The findings showed that attrition rates were similar for special educators and general educators. The rate of attrition for special educators was 5.8% to 7.9% per year, while the rate for general educators was 4.6% to 5.8% per year (excluding retirements and deaths).

Although attrition of special educators has not been unusually elevated in Memphis, as general and special education teachers' reasons for leaving were examined, and as the feelings and perceptions of continuing teachers surfaced, the research results revealed vital information for improving schools, teaching, and learning. While these studies were in progress, the MCS was engaged in districtwide planning for restructuring. Therefore, the findings about teachers' needs, views, and conditions began to be useful long before the project concluded.

For example, general and special educators gave similar reasons for leaving their positions--primarily personal and family reasons, dissatisfaction with assignments, and retirement--although special educators expressed greater dissatisfaction than did general educators. In deciding to leave, 51.5% of special education exiters and 23.2% of general

education exiters gave "dissatisfaction with assignment" as either the first, second, or third most important reason for leaving.

As important causes for decisions to leave, special educators cited problems with role overload (class size and range of pupil needs, too much paperwork, and lack of adequate support staff). They also frequently cited "inadequate support from central office personnel and principals," "inappropriate placement of students with disabilities," "inadequate facilities or classrooms," and "student discipline problems." Similar proportions of special and general educators cited several common factors associated with decisions to leave: lack of influence over school/district policies and practices (8% of both groups); student discipline problems (18% of both groups); problems with parents (5% of both groups); and stress associated with teaching (13% of special educators and 17% of general educators).

Most teachers who left the MCS were employed in the following year. Thus, it appears that finding employment may be a prerequisite to resignation--when teachers are dissatisfied, they begin to look for other positions, and, when a suitable position is found, they resign. Few of the exiters, however, went into employment outside of education, and few indicated that they aspired to non-education occupations.

Among special education teachers who are continuing in the system, 7% said that they "definitely plan to leave special education teaching as soon as I can" in both 1991-92 and 1992-93. (The proportion of special educators who definitely plan to leave is similar to actual special education attrition rates.) Further, 24% of the 1991-92 cohort, and 16% of the 1992-93 cohort, said that they would "probably continue until something better comes along," and 19% and 16%, respectively, said that they were "undecided at this time." All of this adds up to a potential attrition rate (and proportion of teachers who are less than satisfied in their work) that may vary between 39% and 50% of special education teachers in the district.

On the other hand, among those who continued teaching in MCS, special and general educators' primary reasons for staying in teaching related to intrinsic rewards associated with their work: satisfaction of working with students, feelings of competence and success, job satisfaction, and job challenge. Another important factor is a positive work environment created by supportive principals and colleagues. During interviews, teachers gave many examples of the importance of administrators' support (and, when this support is lacking, it becomes a central factor in teachers' job dissatisfaction).

Generally, the findings of the Memphis research studies reflect conditions that are similar to those in other major school systems (and certainly better than some). In Memphis, however, the local Planning/Advisory Panel used research findings and other information to recommend solutions to strategic issues involving personnel.

Strategic Planning

During 1993 and 1994, the Panel developed a vision of the desired future for the MCS and a mission statement concerning teachers and teaching. On this basis, the Panel identified trends, opportunities, and barriers related to achieving the vision and mission in the district. These activities led to the identification of strategic personnel issues for the MCS, which the Panel classified into four broad strategic areas, with goals, objectives, and strategies for each:

1. School climate and conditions.
2. Working conditions of personnel in the schools.
3. Relationships within the school among all programs and personnel.
4. Personnel employment, assignment, and professional development policies and practices.

In November 1994, the Planning/Advisory Panel was joined by 68 stakeholders from the MCS schools and central administration, Memphis Education Association, Memphis State University, the Tennessee Department of Education, parents, and others from the community, for an intensive review of the four strategic issue papers and the addition of implementation activities, identification of those responsible for authorization and implementation, and suggested time frames.

Following the November 1994 meeting, the four issue papers were merged into a final *Strategic Plan for Personnel Recruitment, Retention, and Professional Development*, which complements the *Vision 2000: Strategic Plan for Memphis City Schools* of the Board of Education, as well as many specific current initiatives and future plans of the MCS central administration in school redesign and restructuring. In January 1995, the Strategic Plan was formally submitted to the MCS Superintendent of Schools, who has given assurances that its recommendations will generally be adopted.

Although the project concluded in December 1994, its results are expected to have a lasting and positive impact on teaching and learning in the MCS. Panel members view both the process and outcomes as important. As one panelist has stated, "In the beginning, it was hard for teachers to believe that their responses to research surveys would make any difference. But the teachers' perceptions and the work of the Panel have been heard and understood. The MCS has urged us on in developing this plan, and the time was exactly right, considering the district's restructuring and the national climate for the types of change the plan suggests. This is an example where everyone up and down the ladder has played a big role, and our school system has been changing in ways that allowed for that to happen."

Chapter 1

Introduction

The Research Triangle Institute (RTI) and its collaborators from the Virginia Polytechnic Institute and State University, Memphis State University, and the National Comprehensive System of Personnel Development/Collaboration Institute joined with the Memphis City Schools (MCS) to undertake a three-year research effort to describe and understand the broad range of forces that are contributing to the attrition of special and general education teachers in the MCS.

The study of teacher attrition and retention is important in this era of special education teacher shortages. Many teachers do not want to teach in urban settings (Feistritzer, 1990) and Haberman (1987) reports that the number of teachers leaving is markedly higher in urban schools. As a result, the Department of Education (ED) has a substantial interest in issues related to the retention of special education teachers and has funded three Cooperative Studies that the ED funded to study the issue of retaining special education teachers in large urban school districts. This study is one of those studies; the other two studies were conducted by the Eugene (Oregon) Research Institute, San Diego State University, and the American Institutes for Research (CA).

This report presents the findings of RTI's research. The study's background, purpose, objectives, research questions, and general research approach are discussed in this first chapter. Also presented in this chapter is the organization of the remainder of this report.

I. BACKGROUND

This background discussion is organized into four parts: (a) the status of the shortage problem in both general and special education; (b) the attrition of special education teachers; (c) difficulties with teaching in urban settings; and (d) undesirable consequences of special education teacher shortages.

A. The Status of the Teacher Shortage Problem

Teacher retention and attrition are issues among general educators as well as special educators. For example, 34% of teachers surveyed reported that they plan to leave teaching in the next 5 years (Louis Harris & Associates, 1988). Another concern is that the most academically able teachers are the most likely to leave (Darling-Hammond, 1984; Murnane, Singer, & Willett, 1989; Schlechty & Vance, 1983), and the least likely to return (Murnane et al., 1989; Singer, 1993b).

Studies of general education teachers indicate that there are many reasons for teacher attrition. Some teachers leave because of the conditions associated with teaching, such as inadequate administrative support, inadequate preparation and teaching time, and few opportunities for professional exchange (Darling-Hammond, 1984). Others leave because of personal reasons, such as retirement, family obligations, or work opportunities outside of teaching (Grissmer & Kirby, 1987). Furthermore, the findings of these studies indicate that teachers' attrition rates vary over time due to age, experience, demographic composition of the teaching force, other employment opportunities, and the teaching environment (Grissmer & Kirby, 1987). For example, attrition is high for younger teachers, low for middle-aged teachers, and high again as teachers move closer to retirement age. Certain groups of teachers, such as those scoring higher on the NTE, are more likely to leave teaching (Murnane et al., 1989).

Though attrition is thought to be higher among special educators than general educators, much less is known about attrition among special educators (Billingsley, 1993). Boe (1991) estimates that total attrition among special and general educators to be 8.3% and 4.3% respectively. In Virginia, attrition among general educators was 6.9%, whereas attrition among special educators was 13.2% (Cross, 1987). In Wisconsin, similar findings were reported (Bogenschild, Lauritzen, & Metzke, 1988). The higher attrition rate in special education may be age related, due to a higher proportion of younger teachers in special education and the higher proportion of young women teaching special education (Singer, 1933a).

According to the Thirteenth Annual Report to Congress (1991), an additional 29,774 special education teachers were needed to fill vacancies and replace non-certified staff in the U.S. during 1988-89. Boe (1991) used the annual reports to Congress to determine that the needed number of fully certified special educators increased by over 12,000 (or 74%) over a recent four-year period, while the supply of new teacher graduates declined by well over 7,000 (34%).

Reasons for teacher shortages in special education include: (1) the identification of greater numbers of students with disabilities; (2) a decline over the past decade of special education teachers graduating from personnel preparation programs (Billingsley, 1993); (3) the number of special education graduates who do not assume teaching positions after graduation; and (4) attrition, since new teachers are needed to replace teachers who leave (Grissmer & Kirby, 1987).

B. Teacher Retention and Attrition in Special Education

Only a handful of studies have addressed why special education teachers actually leave their positions. Lawrenson and McKinnon (1982) reported "hassles" with administrators, lack of support from others, paperwork, lack of recognition, insufficient income, and poor relationships with students as reasons for leaving among ED teachers. Dangel, Bunch, and Coopman (1987) found excessive paperwork and meetings as the primary reason for leaving among 30 former teachers of the learning disabled (LD). Bogenschild et al.(1988) identified several factors as important to teacher retention among special educators in Wisconsin, including support from administrators and parents, and the ability to meet student needs. Recently, Billingsley and Cross (1991) investigated why 286 special education teachers chose to stay in teaching, but leave their special education assignments. The primary reasons cited for leaving special education suggest that teachers transfer from special to general education because of lack of administrative support and the stress involved in working with special education students.

C. Urban Teaching

The number of teachers leaving teaching is markedly higher in urban schools (Haberman, 1987). Therefore, maintaining a qualified urban teaching force poses particular problems. Only 12% of teachers indicated that they would be willing to teach in a large urban city (Feistritzer,

1990) and urban teachers are more likely to leave than teachers from other areas (Corcoran, Walker, & White, 1988).

Lack of interest in urban teaching and higher teacher attrition rates in urban areas likely result from many of the problems associated with working in city schools. For example, the Institute for Educational Leadership (Corcoran et al., 1988) conducted a comprehensive study of 31 schools in five urban settings. In this study, Corcoran et al. interviewed over 400 teachers and observed in all settings. Findings from this study provide a disturbing picture of urban schools. They suggest urban schools are physically sub-standard and lack even the basic resources for teaching, much less new technologies. Teachers in urban schools have little confidence in the supervision they receive and need more assistance from administrators, particularly with discipline problems. Urban teachers understand the cultural gulf between them and their students but are not able to deal with aberrant students' behavior because of their own orientations, skills, or lack of support with discipline.

D. Consequences of Special Education Teacher Shortages

There are a number of undesirable consequences resulting from teacher shortages in special education. One is the number of unqualified teachers hired to fill vacant positions. Schrag (1990) estimated that up to 30% of special education personnel are currently on emergency certificates, compared to 10% in general education. It is conceivable that a student with a disability could go through his/her entire school experience without being taught by a certified special education teacher (Huang, Morsink, Baird, Howe, Houle, & Compton, 1990). These uncertified teachers may have little or no training or experience in special education. Although little is known about the effectiveness of teachers who lack appropriate training and educational experiences, most are likely to have difficulty designing and implementing appropriate instructional programs. The lack of qualified personnel may also result in local efforts to reduce services to students requiring special education or raising class size limits. The latter may actually contribute to the attrition problem given the stress associated with increased workloads.

Promising strategies for increasing the number of special educators are to recruit mor prospective teachers and to retain those special educators already in the teaching field. Boe (1991) suggests that retaining qualified professionals is the most promising approach to minimizing teacher shortages in special education since attrition is the major factor causing the shortage problem. Unfortunately, teacher retention and attrition have received limited attention from educational researchers, particularly in special education.

The MCS faces the teacher retention and attrition problems generally associated with large urban school districts. It is the 15th largest school district in the nation; it serves 107,819 students in grades K-12, has 163 schools, and employs a total of 5,225 teachers, 627 of whom are special education teachers (e.g., it is much larger than the Boston, Baltimore, Atlanta, San Francisco, Cleveland, and Milwaukee city school systems). The city of Memphis (TN) has a population of 640,000 and is the 18th largest city in the Nation (USA Today, June 14, 1991). The racial composition of the city's population is 55 percent African American and 45 percent European American, and the racial composition of the students in the MCS is 80 percent African American and 20 percent European American.

Memphis is located in Shelby County, which maintains its own school system and is considered a suburban setting. The population growth over the past ten years in the general population and the Shelby County School System has been dramatic and caused by newly arrived residents as well as those moving out of the city limits. The racial composition of students in the Shelby County School System is approximately 80 percent European American and 20 percent African American, as compared to 80 percent African American and 20 percent European American in the MCS. The school system of choice for new graduates from the Department of Special Education, Memphis State University is the county system. Therefore, new teachers often have to "settle" for employment in the MCS. Many maintain an active file with the Personnel Department of the Shelby County School System so that they may "go East" for what they perceive as the better teaching opportunity.

II. PURPOSE, OBJECTIVES, AND RESEARCH QUESTIONS

The critical teacher shortage in special education, the undesirable consequences associated with teacher shortages, and the higher attrition rates among special educators all point to the need to enhance teacher retention, particularly in urban settings. The purposes of this research are to: (a) describe the broad range of forces, including factors related to personnel preparation, that are contributing to the attrition rate of special education teachers in the MCS in particular, and in urban schools in general; and (b) use this new knowledge to develop a strategic action plan to enhance teacher retention in the MCS.

The objectives for achieving these purposes are to:

a. Develop and articulate a conceptual framework for describing and understanding the complex variables that are associated with teacher retention in the MCS.

b. Identify and describe the factors that influence teacher retention and attrition in the MCS by surveying:

  - The population of special education teachers employed by the MCS in the 1991-92 school year.
  - The population of special education teachers and a comparison sample of general education teachers employed by the MCS during the 1992-93 school year.
  - All special education teachers and a sample of general education teachers who exit the MCS classroom teaching positions they held in the 1990-91, 1991-92, or 1992-93 school years.

c. Determine teacher attrition rates for the 1990-91, 1991-92, and 1992-93 school years.

d. Develop a five-year strategic action plan, based on project findings and their interpretations, for implementation by the MCS and its stakeholders to support and retain special education teachers.

e. Disseminate research findings to school administrators, teachers, teacher educators, State and Federal administrators and policymakers, the National Clearinghouse on Careers and Employment in Special Education, professional, advocacy and parent networks, and communication systems in a manner useful to them.

To achieve these objectives, answers to eight primary research questions were pursued:

a. To what extent are special and general educators' intent to leave teaching, job retention, transfer, and exiting influenced by: (1) employment [professional qualifications, work conditions, work rewards, employability, commitment] and (2) personal [demographics, family considerations, cognitive/affective] factors?

b. From the special educators' perspective, what are the specific reasons/conditions for wanting to leave/stay in their current positions?

c. What are the problems faced by special educators in urban settings, what effect do these problems have on teachers' work and personal life, and what support is needed to help with these problems?

d. What similarities and differences are there in the correlates of commitment, job satisfaction, attrition, and retention between general and special educator groups?

e. What differences exist between general and special educators in personal variables (e.g., gender, age race), professional qualifications (e.g., licensure and career ladders, sense of efficacy), perceived work conditions (e.g., administrative and peer support, perceived stress, role conflict), work rewards (e.g., intrinsic, extrinsic), commitment (e.g., school, district, teaching field, teaching profession), perceived employability, and career plans (i.e., stay, transfer, exit)?

f. What are the similarities and differences between general and special educator groups who resign from teaching in the: (a) reasons they give for resigning from teaching; (b) activities they assume after leaving teaching; and (c) intentions they have to return to teaching?

These primary questions were expanded into a listing of over 100 specific questions that were used to generate the questionnaire items for the various surveys.

The research design to achieve the study's purposes and objectives and address its research questions includes a comparison group of general education teachers. This design enabled us to identify those attrition and retention variables that are specific to special education.

III. GENERAL APPROACH

The conduct of this three-year research project was guided by in Year 1 by a 13-member Advisory Panel that included representatives of MCS' general and special education teachers and administrators, teacher training institutions, the Tennessee State Department of Education, and nationally recognized experts on teacher retention issues and policies. This Panel was established to serve throughout the life of the study in order to help ensure its quality and usefulness.

At the end of Year 1, members of this Panel conducted a network analysis to determine the composition of the Strategic Planning Team (SPT) that would conduct the strategic planning in Years 2 and 3. Based on this network analysis, the Panel recommended that (a) it's members serve as the core of the Strategic Planning Team (SPT) and (b) that six other persons be added to the SPT membership to provide greater representation of parents, general and special education supervisors, and principals. This recommendation was accepted and the SPT was expanded to 19 members. In Year 3 two more persons were added, resulting in a 21-member SPT that provided excellent representation of the study's major stakeholders. This Panel was renamed as the Advisory/Strategic Planning Panel. (Members of this Panel are listed in the Acknowledgements to this report.)

Also advising on the study design and methodology were staff from ED's Office of Special Education Programs (OSEP) and the three other organizations funded by ED to study the issue of retaining special education teachers in large urban school districts. The collaborating firms are the Eugene (Oregon) Research Institute and San Diego State University and its subcontractor, the American Institutes for Research. RTI research staff met eight times, and communicated by telephone and mail, with staff in these firms to exchange ideas relative to research issues, procedures, and findings. Since these firms are engaged in similar research in other large urban school districts, this collaboration aided in achieving a cumulative advancement in knowledge and practices relative to retaining and supporting special education teachers.

This research project had two major components--a survey research component and a strategic planning component. The first two years of the project focused on the survey research component. Planning for the strategic planning process took place in the second year, and the focus of the third year was almost exclusively on the strategic planning component.

The survey research component consisted of four studies:

- A Screening Study conducted in Year 1 to provide (1) a snapshot of the job satisfaction and career plans of the current special education workforce and (2) a data base for identifying a sample of teachers to be interviewed for the Influencing Factors Study. This study was a mail questionnaire survey of all MCS special education teachers employed in the 1991-92 school year.

- An Influencing Factors Study conducted in Year 1 to assist in: (1) understanding the influences of career plans, commitment, and job satisfaction in a sample of currently employed special educators; and (2) developing questionnaire items for the other instruments to be used in the research. This study consisted of face-to-face interviews with a purposive sample of the special education teachers who participated in the Screening Study.

- An Exiter Study that involved a series of surveys of special and general education teachers who were identified as exiters from the MCS classroom positions they held in the 1990-91, 1991-92, and 1992-93 school years. Data collection for the 1990-91 cohort of the Exiter Study was completed in Year 1. Analyses of these data was completed in Year 2. The 1991-92 and 1992-93 cohorts were surveyed in Years 2 and 3, respectively. Each cohort that was surveyed included all exited special education teachers and a comparison sample of general education teachers. Each survey gathered information about the teachers' background and training, reasons for leaving their positions, and the nature of their current positions.

  Exiters were defined as special education teachers who were employed in the MCS but who left their MCS special education positions, and/or general education teachers who left their MCS classroom positions. Under this definition, all who left the MCS were considered exiters. Teachers who transferred to other positions in the MCS, e.g., teaching other subject areas or serving as supervisors or administrators, were also classified as exiters.

- A Comprehensive Commitment and Retention Study was conducted in Year 2, and it included all special education teachers and a comparison sample of general education teachers who were employed in the MCS in the 1992-93 school year. It involved two mail questionnaire surveys, one for special education teachers and

> one for a comparison sample of general education teachers. These surveys gathered information about teachers' educational backgrounds, training, licensure/certification, career entry patterns, perceptions of the work environment in the MCS, job/career satisfaction, and future career plans.

The strategic planning component involved the development of a five-year Strategic Action Plan that states the intentions of, and set directions for, the MCS to enhance the retention of special education teachers. Using the results of the survey studies and the "plan-to-plan" developed jointly by the research team and the Advisory/Strategic Planning Panel, the Strategic Action Plan was developed in Years 2 and 3.

As an initial activity, a conceptual model was developed to serve as a framework for addressing the study's objectives and research questions and guide the design of these survey studies. This conceptual model for attrition and retention has two components. The first component is a schema for classifying teacher retention, transfer, and attrition patterns in the MCS. The second component lists those primary variables that have been associated with teacher retention, transfer, and attrition. These components are described below. This model was revised slightly annually based on the results of each year's research findings. The version presented below is the final version, which is a slight modification of the initial model developed in Year 1.

A. Retention, Transfer, and Exit Schema

To understand the status of retention, transfer, and exit attrition of the MCS special education teaching force in any year, three major categories need to be considered: (1) teachers remaining in the same school and the same assignments in the MCS; (2) teachers transferring to other special education positions (both within and outside of Memphis); and (3) teachers exiting teaching. Exhibit 1.1 provides a schematic representation of the retention, transfer, and exit categories and a further breakdown of subcategories.

Exhibit 1.1

Schematic Representation of Special Education Teacher Retention, Transfer, and Attrition in MCS

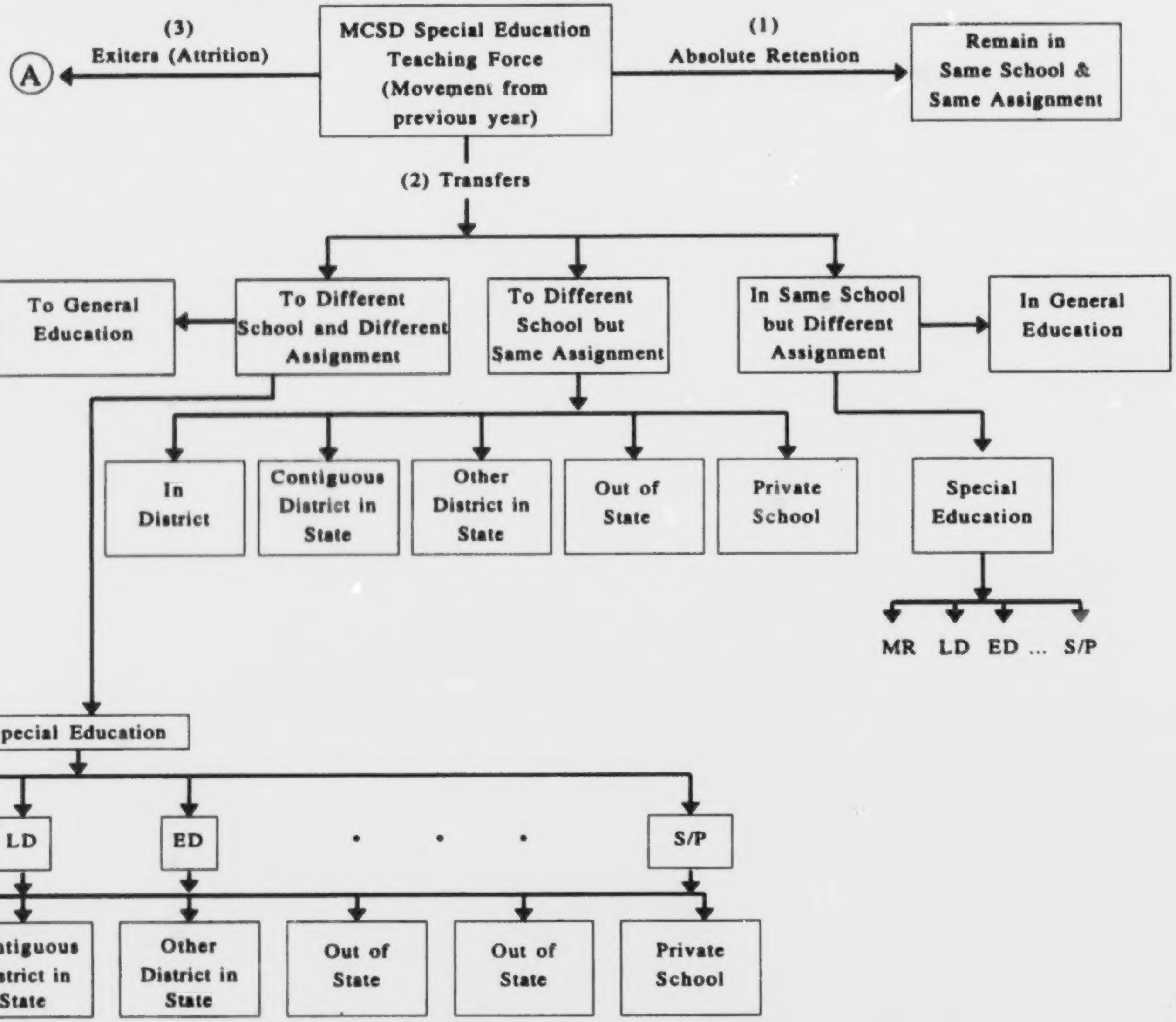
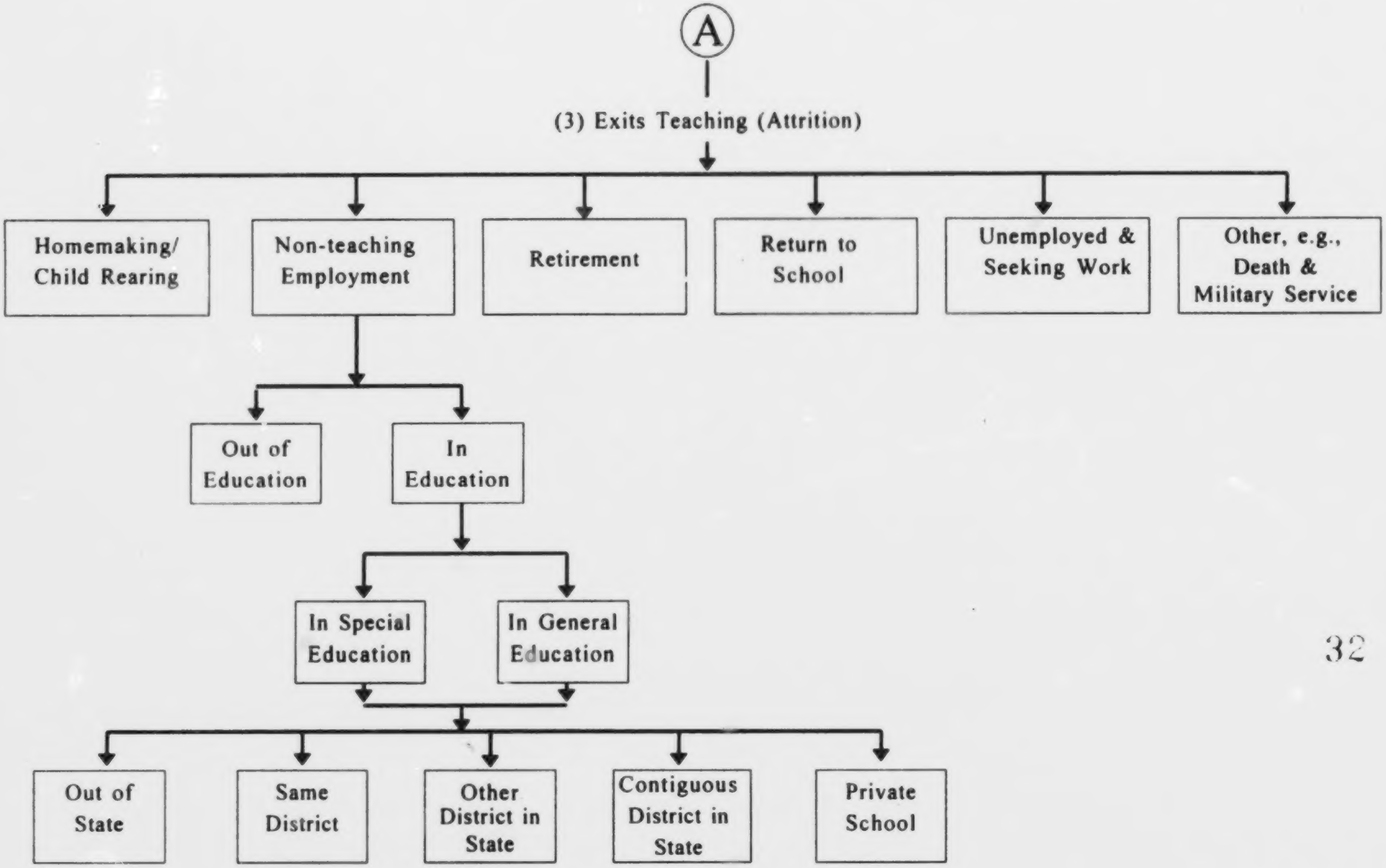

MCSD Special Education Teaching Force (Movement from previous year)
(3) Exiters (Attrition)
A
(1) Absolute Retention
Remain in Same School & Same Assignment
(2) Transfers
To Different School and Different Assignment
To Different School but Same Assignment
In Same School but Different Assignment
To General Education
In District
Contiguous District in State
Other District in State
Out of State
Private School
In General Education
In District
Contiguous District in State
Other District in State
Out of State
Private School
Special Education
MR
LD
ED ...
S/P
Special Education
MR
LD
ED
. . .
S/P
In District
Contiguous District in State
Other District in State
Out of State
Out of State
Private School

Exhibit 1.1 (continued)


A
(3) Exits Teaching (Attrition)
Homemaking/ Child Rearing
Non-teaching Employment
Retirement
Return to School
Unemployed & Seeking Work
Other, e.g., Death & Military Service
Out of Education
In Education
In Special Education
In General Education
Out of State
Same District
Other District in State
Contiguous District in State
Private School

B. Conceptual Model of the Influences of Teachers' Career Decisions

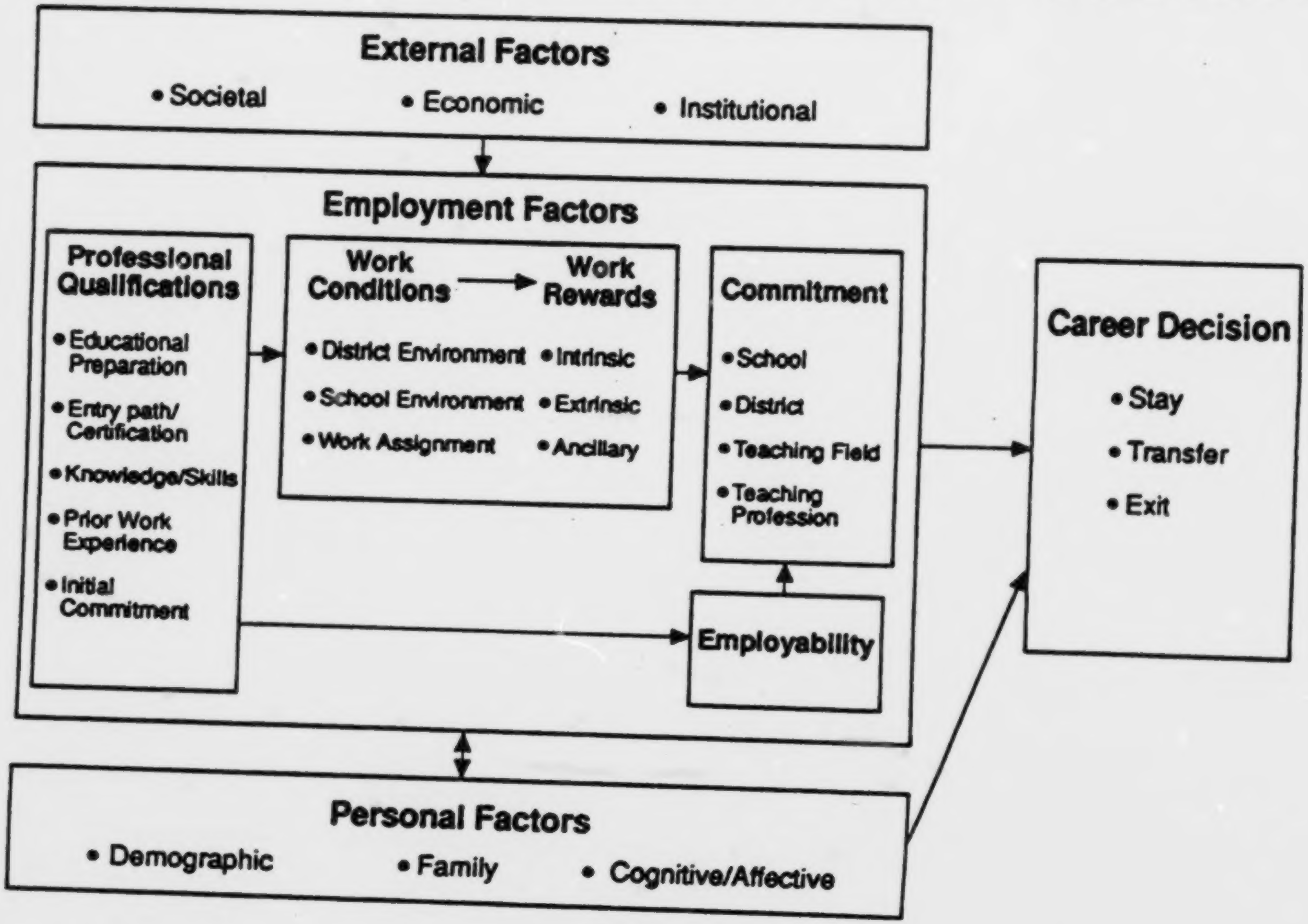
The conceptual model shown in Exhibit 1.2 provides an overview of the primary variables that are hypothesized to influence teachers' career decisions and suggests possible relationships among the major variables. The dependent variable "career decision" shown in Exhibit 1.2 includes a condensed version of the three major options (i.e., stay, transfer, exit) from Exhibit 1.1. This model proposes that these career decisions are influenced by "external," "employment," and "personal" factors. (An elaboration of this model, which is based on our study findings, is presented in Chapter 7.

External factors include societal, economic, and institutional variables that are external to the teacher and the employing school district. These external variables are hypothesized to have primarily an indirect effect on teachers' career decisions by influencing employment and personal factors. For example, during difficult economic times teachers are less likely to have job opportunities elsewhere and therefore may stay in their positions for longer periods. S. Bobbitt (personal communication, 1992), using a national data base, reported that during the recent recession, fewer teachers left their jobs. Societal factors include community characteristics and cultural norms and values. For example, undesirable or violent communities or the lack of prestige associated with teaching may cause some teachers to seek employment alternatives.

Institutions that may have an influence on teachers' career decisions include colleges and universities, federal and state education agencies, and teacher unions. For example, strong teacher preparation programs may serve to increase teachers' skills and commitment, resulting in teachers' decisions to stay. SEA requirements influence the work environment of teachers by regulating (or failing to regulate) factors such as class size and mix. Further, state regulations for certification (e.g., courses, test scores) sometimes create disincentives for remaining in special education (Smith-Davis, J., Burke, P.E., & Noel, M., 1984). Teachers unions may indirectly influence teachers' career decisions through the modification of work conditions.

Exhibit 1.2

A CONCEPTUAL MODEL OF THE INFLUENCES OF TEACHERS' CAREER DECISIONS


External Factors
• Societal
• Economic
• Institutional
Employment Factors
Professional Qualifications
• Educational Preparation
• Entry path/ Certification
• Knowledge/Skills
• Prior Work Experience
• Initial Commitment
Work Conditions
Work Rewards
• District Environment
• School Environment
• Work Assignment
• Intrinsic
• Extrinsic
• Ancillary
Commitment
• School
• District
• Teaching Field
• Teaching Profession
Employability
Career Decision
• Stay
• Transfer
• Exit
Personal Factors
• Demographic
• Family
• Cognitive/Affective

Special education federal and state compliance requirements influence teacher attrition/retention since these requirements often result in role stress for teachers (Billingsley & Cross, 1991). However, it is not known whether compliance and paperwork requirements are "created by federal regulations or (by) schools' interpretation of them" (Schipper, 1992, p. 3). Further, some school districts may reduce the bureaucratic burden on teachers by providing greater support (e.g., through clerical assistance, scheduling, the use of technology). Employment factors comprise the middle block of the figure, and are hypothesized to either directly or indirectly influence teachers' career decisions. Exhibit 1.2 suggests that four major employment factors influence teachers' career decisions, including professional qualifications, work conditions and rewards, commitment, and employability.

Professional qualifications are comprised of teachers' past experiences (e.g., educational preparation, prior work experiences) and present knowledge and skills that contribute to their preparedness for their positions. Work conditions are comprised of both district and school environments as well as teachers' individual work assignments. District policies regarding salary, benefits, and personnel may influence attrition. Other district and school variables, such as size, location of district/schools, level of administrative support, collegial and parent support, and teacher autonomy have been linked to teachers' career decisions. Specific assignment variables that have been associated with teachers' career decisions include grade level taught, age and type of students taught, class size, and teachers' roles/responsibilities demands.

It is hypothesized that qualified teachers working in desirable environments will have greater opportunities to experience work rewards (e.g., professional fulfillment, recognition, salary). These rewards should lead to increased levels of commitment (e.g., to school, district, teaching field, and profession), and lead to decisions to stay in teaching. However, when professional qualifications and work conditions are not as favorable, it is likely teachers will experience fewer rewards, which may result in reduced commitment. Whether or not teachers actually leave may depend upon their employability in other settings and personal options.

Personal variables (past and present) are also hypothesized to directly or indirectly influence teachers' career decisions. For example, teachers may decide to retire, stay home with children, or pursue new interests with minimal consideration of work factors. However, personal factors such as family responsibilities may interact with employment factors. Teaching schedules (ancillary reward) may be compatible with family responsibilities, increasing commitment and decisions to stay.

The relationship between these factors and teachers' career decisions is complex, involving many interactions. Further, the influences of these variables on teachers' career decisions likely change and evolve over time, depending on life circumstances, priorities, and needs. It may be that certain variables are more important at specific career stages than others. Not every variable within each block is assumed to have a relationship with all of the individual variables across the connecting blocks. Obviously, many other specific relations could be proposed among the individual variables both within and across the three factors.

IV. ORGANIZATION OF THE REMAINDER OF THE REPORT

The attrition rates for the 1990-91, 1991-92, and 1992-93 cohorts of special and general education teachers employed in the MCS are presented and discussed in Chapter 2. These attrition rates were computed from the employment files maintained by the MCS.

The methodology and findings of the four survey studies are presented and discussed in separate chapters as follows:

- Screening Study in Chapter 3.
- Influencing Factors Study in Chapter 4.
- Exiter Study (all three cohorts) in Chapter 5.
- Comprehensive Commitment and Retention Study in Chapter 6.

Findings across all four of these studies are summarized in Chapter 7. Conclusions and recommendations based on the findings across all three years of the study are also presented in this chapter.

The methodology and results of the strategic planning activity are presented and discussed in Chapter 8.

Attachment A contains the "Memphis City Special Education Questionnaire," the survey instrument used in the Screening Study.

Attachment B contains the open-ended interview guide used in the Influencing Factors Study.

Attachment C contains both of the questionnaires used for the 1990-91 cohorts of the Exiter Study. One of these questionnaires was sent to the general education teachers and one was sent to the special education teachers. Since these questionnaires (with appropriate title changes) were also used for surveying the 1991-92 and 1992-93 cohorts, only one set of questionnaires is attached.

Attachment D contains the questionnaires used in the Comprehensive Commitment and Retention Study.

Chapter 2

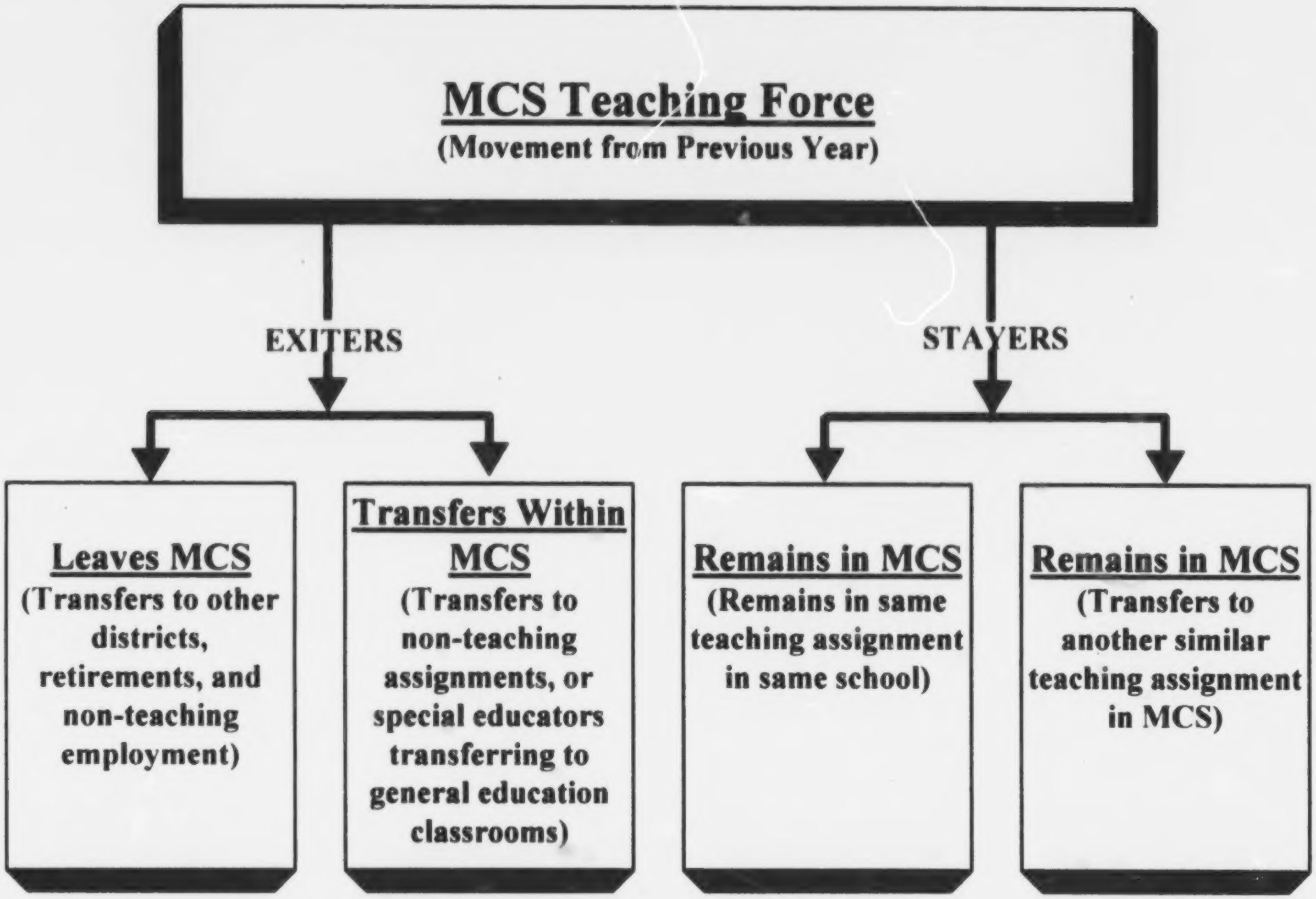
Attrition Rates in the Memphis City Schools

This chapter presents attrition rates for various groups of MCS teachers who were employed in the MCS during the 1990-91, 1992-92, and 1992-93 school-years. These rates were computed based on data obtained from the MCS' personnel files and the mail survey of the exiter cohorts for these years.

In Exhibit 1.1 (see Chapter 1), we provided a comprehensive schematic representation of special education teacher retention, transfers, and attrition in the MCS, outlining all of the varied possibilities. A simplified representation of that schematic is presented in Figure 2.1 below to illustrate the definition of teacher attrition adopted for this study. First, we defined "stayers." As Figure 2.1 shows, stayers are those teachers who remained in their primary teaching positions in the MCS. These "stayers" included teachers who remained in their previous year's assignments, or transferred to similar teaching positions in another school within the MCS.

"Exiters" for the purposes of this study included only those teachers who fell into one of the two categories defined in Figure 2.1 by the boxes labeled as "Leaves MCS" or "Transfers Within MCS." "Leavers" include general and special educators who left the MCS employment for any reason or purpose (e.g., to retire, to teach or administrate in another district, to work in a non-education occupation, or to stay at home). "Transfers" include general and special educators who are still employed in the MCS but are no longer teaching (e.g., they may have moved to non-teaching or administrative positions). Special educators who transferred to teaching general education in the MCS, or general educators who transferred to special education teaching were also included as exiters. We considered these teachers "exiters" because they substantially changed their primary assignments. In summary, we have a district perspective of leavers, i.e., those who left their primary teaching positions in the MCS.

FIGURE 2.1
Exiters As Defined for Study


MCS Teaching Force
(Movement from Previous Year)
EXITERS
STAYERS
Leaves MCS
(Transfers to other districts, retirements, and non-teaching employment)
Transfers Within MCS
(Transfers to non-teaching assignments, or special educators transferring to general education classrooms)
Remains in MCS
(Remains in same teaching assignment in same school)
Remains in MCS
(Transfers to another similar teaching assignment in MCS)

To compute the attrition rates for these "exiters," each school year is defined by the first day of the teaching contract. The dates for the three relevant school years are:

- August 27, 1990 through August 25, 1991 for the 1990-91 school-year.
- August 26, 1991 through August 23, 1992 for the 1991-92 school-year.
- August 24, 1992 through August 22, 1993 for the 1992-93 school-year.

Teachers who leave their classroom position during the school year are counted as an "exiter" for that year. This means that a teacher who resigns or transfers to a new position on the first day of the new school year (e.g., 27 August 1990) is counted as an exiter for that year (e.g., the 1990-91 school year).

The attrition rates are presented and discussed in Section I. Characteristics of the exiters are presented and discussed in Section II. A summary statement is presented in Section III.

I. ATTRITION RATES

Exhibit 2.1 shows the numbers and percentages of teachers who exited from the special education, vocational, and general education teacher groups during each of the three school years. This exhibit also provides a breakdown of the annual exit rates within each teaching group by four "exit categories": (a) those who remained in the MCS, (b) those who exited or terminated their employment with the MCS, (c) those who retired, and (d) those who died. As noted in this exhibit, the attrition rate for special education teachers increased from 6.6% in 1990-91 to 7.0% in 1991-92 to 8.7% in 1992-93. Except for vocational education teachers (whose rates declined from 12.1% to 8.3% to 7.7% over these three years), this increasing trend is reflected in the other teaching groups reported in that exhibit.

In all teaching groups, more than half of the 1990-91 exiters left the MCS as opposed to transferring from their classroom positions to other positions within the MCS. This pattern continued over the next two years for special education exiters, whereas smaller percentage of the exiters in the other teaching groups (especially the vocational education teachers) left the MCS in 1991-92 and 1992-93.

Exhibit 2.2 presents the annual attrition rates for each of the three school years for teachers classified by race within each of the four groups of teachers (special education, vocational education, other general education, and all teachers combined). Teachers who exited because of retirement or death were not included in these computations. Two race categories were used, European American and Other (all teachers in the "Other" categories are African American, except for approximately five Asian American teachers). (About 51% of all MCS teachers are European American, as compared to about 62% of the special education teachers). In addition, Exhibit 2.2 shows the percent of each group who leave the MCS, i.e., those teachers who terminate their employment with the MCS as opposed to transferring to another position in the MCS.

Compared to the non-European American teachers, larger percentages of European American teachers exited their positions (for reasons other than dying or retiring), and larger percentages of European American teachers terminated their employment with the MCS as opposed to transferring to another position within the MCS. For example, in 1990-91, 6.8% of the European American special education teachers exited their positions and 5.4% left the MCS, as compared to 4.2% and 2.5%, respectively, for non-European American special education teachers (see Exhibit 2.2). This pattern was consistent over the three years for all four groups of teachers.

Exhibit 2.3 shows the percent of exiters in each of the four teacher groups who terminated their employment in the MCS, excluding those who left because of death or retirement. These figures show that 81.9% of all MCS teachers who exited their classroom positions in 1990-91 also terminated their employment with the MCS. Termination rates for special education teachers range from 70% to 75%. For all three years, most of the "exited" teachers in all teaching groups terminated employment as opposed to transferring from their classroom positions to other positions within the MCS.

II. CHARACTERISTICS OF EXITERS

In Exhibit 2.4, the special education and general education exiters (excluding deceased and retirees) are compared by race, gender, career ladder status, and total teaching experience. The race comparisons show that 70% to 78% of the special and general education exiters are European American teachers. Each year, the percentages of the special education exiters who are European American were slightly higher than the comparable percentages for general education teachers.

The percentages of exiters who are male are significantly lower than the percentages who are female, especially for special educators (see Exhibit 2.4). These differences in rates reflect the small number of male teachers employed in the MCS, i.e., only about 8% of the MCS special education teachers and 19% of the general education teachers are male.

At least 90% of the exiters in both teacher groups either did not participate in the career ladder program or were in the lowest level (Class I) of that program. When compared to their general education peers, larger percentages of the special education exiters were in the career ladder program (see Exhibit 2.4).

Except for general educators in the 1992-93 school-year, most of the exited special and general education teachers were experienced teachers (i.e., they taught for more than 4 years). In 1992-93, percentage of experienced general education teachers dropped to 39% from a range of 55% to 57% for the previous two years (see Exhibit 2.4).

Exhibit 2.5 compares the exiters who remained in the MCS on these same variables. These results show that: (1) the percentages of exited European American special and general education teachers who are employed in other positions in the MCS are significantly lower than those of the African American teachers; (2) the percentages of male exiters who remain employed in the MCS are generally higher that those of the females; and (3) the percentages of exited teachers who remained in the MCS were higher for special and general education teachers who were in the career ladder program than for their peers who were not in the career ladder program.

As shown in Exhibit 2.5, the annual percentages of exited "inexperienced" special and general teachers who remained in the MCS were significantly lower than those of "experienced" teachers, e.g., the annual "remaining" rates for inexperienced teachers were less than 18% as compared to annual rates of 20% to 55% for exited "experienced" teachers.

Exhibit 2.6 presents the mean age and years of MCS experience for the various categories of exited teachers. The data in this exhibit provide further evidence that younger and less experienced teachers leave their classroom positions, and terminate employment in the MCS, at higher rates than their older and more experienced peers.

Exhibit 2.7 show the percentages of exited general and special education teachers who have a teaching endorsement. (Some teachers who were reported as not having an endorsement may have had one but let it expire.) In 1990-91, 19.3% of the exited general education teachers did not have an endorsement; however, this figure dropped to 7.3% in 1991-92 and to 6.9% in 1992-93. The comparable annual percentages of exited special education teachers who did not have an endorsement were 5.6%, 7.3%, and 3.9%, respectively.

III. SUMMARY

It is difficult to compare these attrition rates for the MCS to those of other school districts across the nation because comparable data are not available. For example, the limited attrition data that are available are based on different definitions of attrition and were gathered in different years than the present study. Clearly, MCS' rates are not as high as many attrition rates reported in previous studies. However, it is important to note that although these attrition rates seem modest, the MCS will need to replace about 40% of its special education teaching force over the next five years if these annual rates persist.

EXHIBIT 2.1

Comparison of 1990-91, 1991-92, and 1992-93 Dropout/Exit Rates for Various Groups of MCS Teachers*

	1990-91 School Year			1991-92 School Year			1992-93 School Year		
Teaching and Exit Categories	**Totals**	**Number Exiting**	**Percent Exiting**	**Totals**	**Number Exiting**	**Percent Exiting**	**Totals**	**Number Exiting**	**Percent Exiting**
Special Education	622	41	6.6%	629	44	7.0%	646	56	8.7%
Remain in MCS		9	1.4%		12	1.9%		13	2.0%
Exit MCS		27	4.3%		29	4.6%		38	5.9%
Retired		5	0.8%		0	0.0%		4	0.6%
Deceased		0	0.0%		3	0.5%		1	0.2%
Vocational	289	35	12.1%	276	23	8.3%	285	22	7.7%
Remain in MCS		4	1.7%		4	1.4%		6	2.1%
Exit MCS		20	10.7%		7	2.5%		8	2.8%
Retired		11	3.8%		11	4.0%		8	2.8%
Deceased		0	0.0%		1	0.4%		0	0.0%
Other General Ed	4609	290	6.3%	4532	367	8.1%	4720	394	8.4%
Remain in MCS		34	0.7%		91	2.0%		30	0.6%
Exit MCS		165	3.6%		180	4.0%		244	5.2%
Retired		77	1.7%		89	2.0%		114	2.4%
Deceased		14	0.3%		7	0.2%		6	0.1%
All General Ed	4898	325	6.6%	4808	390	8.1%	5005	416	8.3%
Remain in MCS		38	0.8%		95	2.0%		36	0.7%
Exit MCS		185	3.8%		187	3.9%		252	5.0%
Retired		88	1.8%		100	2.1		122	2.4%
Deceased		14	0.3%		8	0.2		6	0.1%
All Teachers	5520	366	6.6%	5437	434	8.0%	5651	472	8.4%
Remain in MCS		47	0.9%		107	2.0%		49	0.9%
Exit MCS		212	3.8%		216	4.0%		290	5.1%
Retired		93	1.7%		100	1.8%		126	2.2%
Deceased		14	0.3%		11	2.0%		7	0.1%

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* A teacher is classified as a leaver from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992-93) classroom position in special education, general education, or vocational education respectively.

EXHIBIT 2.2

Comparison of 1990-91, 1991-92, and 1992-93 MCS Exit Rates* by Race (Rates Do Not Include Deceased and Retired Exiters)

Teaching and Exit Categories	1990-91 School Year			1991-92 School Year			1992-93 School Year		
	Totals	Percent Exiting	Percent Leaving MCS	Totals	Percent Exiting	Percent Leaving MCS	Totals	Percent Exiting	Percent Leaving MCS
Special Education	622	5.8%	4.3%	629	6.5%	4.6%	646	7.9%	5.9%
European American	382	6.8%	5.4%	392	8.2%	6.6%	399	9.3%	7.5%
Other**	240	4.2%	2.5%	237	3.8%	1.3%	247	5.7%	3.2%
Vocational	289	8.3%)	6.9%	276	4.0%	2.5%	285	4.9%	2.8%
European American	134	10.4%	9.0%	125	4.8%	3.2%	129	7.8%	5.4%
Other**	155	6.5%	5.2%	151	3.3%	2.0%	156	2.6%	0.6%
Other General Education	4609	4.3%	3.6%	4532	6.0%	4.0%	4720	5.8%	5.2%
European American	2299	6.2%	5.5%	2269	8.8%	6.9%	2368	8.1%	7.5%
Other**	2310	2.5%	1.6%	2263	3.2%	1.1%	2352	3.5%	2.9%
All General Education***	4898	4.6%	3.8%	4808	5.9%	3.9%	5005	5.8%	5.0%
European American	2433	6.4%	5.7%	2394	8.6%	6.7%	2497	8.1%	7.4%
Other**	2465	2.7%	1.9%	2414	3.2%	1.1%	2508	3.4%	2.7%
All Teachers Combined	5520	4.7%	3.8%	5437	5.9%	4.0%	5651	6.0%	5.1%
European American	2815	6.5%	5.7%	2786	8.5%	6.7%	2896	8.3%	7.4%
Other**	2705	2.8%	1.9%	2651	3.2%	1.1%	2755	3.6%	2.8%

NOTE: All percents for each school year are based on the school year's row totals.

* A teacher is classified as a dropout or exiter from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992-93) classroom position in special education, general education, or vocational education respectively.

** The vast majority of teachers in this category are African Americans.

*** Vocational teachers and other general education teachers.

EXHIBIT 2.3

Comparison of Groups of 1990-91, 1991-92, and 1992-93 MCS Exited Teachers*
By Whether They Remain or Leave the MCS
(Deceased and Retired Exiters Are Not Included)

	1990-91 School Year		1991-92 School Year		1992-93 School Year	
Teaching Groups	**Total Exiting N**	**Exiters Leaving MCS N(%)**	**Total Exiting N**	**Exiters Leaving MCS N(%)**	**Total Exiting N**	**Exiters Leaving MCS N(%)**
Special Education	36	27 (75.0%)	41	29 (70.7%)	51	38 (74.5%)
Vocational Education	24	20 (83.3%)	11	7 (63.6%)	14	8 (57.1%)
Other General Education	199	165 (82.9%)	271	180 (66.4%)	274	244 (89.1%)
All General Education**	223	185 (83.0%)	282	187 (66.3%)	288	252 (87.5%)
All Teachers Combined	259	212 (81.9%)	323	216 (66.9%	339	290 (85.6%)

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* A teacher is classified as a dropout or exiter from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992-93) classroom position in special education, general education, or vocational education respectively.

** The vast majority of teachers in this category are African Americans.

EXHIBIT 2.4

Distributions of 1990-91, 1991-92, and 1992-93 MCS Exited Special and General Education Teachers* by Race, Gender, Years of Experience, and Career Ladder Status (Deceased and Retired Exiters Are Not Included)

	1990-91 SY Exiters		1991-92 SY Exiters		1992-93 SY Exiters	
Teacher Characteristics	Special Education (N=36)	General Education (N=223)	Special Education (N=41)	General Education (N=282)	Special Education (N=57)	General Education (N=442)
Race						
African American	25%	29%	20%	27%	25%	30%
European American	72%	70%	78%	73%	73%	70%
Other	3%	1%	2%	0%	2%	1%
Gender						
Male	0%	16%	0%	16%	10%	27%
Female	100%	84%	100%	84%	90%	73%
Career Ladder Status						
Not on ladder	42%	67%	49%	53%	49%	63%
Class I	50%	27%	49%	37%	41%	30%
Class II	0%	2%	2%	3%	4%	3%
Class III	8%	4%	0%	7%	6%	3%
Total Teaching Experience						
4 years or less	36%	45%	49%	46%	43%	61%
More than 4 years	64%	55%	51%	54%	57%	39%

NOTE: Percents are based on column totals.

* A teacher is classified as a leaver from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992-93) classroom position in special education, general education, or vocational education respectively.

EXHIBIT 2.5

Comparison of 1990-91, 1991-92, and 1992-93 MCS Special and General Education Teachers* Who Exit But Stay in the MCS, by Race, Gender, Years of Experience, and Career Ladder Status (Deceased and Retired Exiters Are Not Included)

	1990-91 SY Exiters				1991-92 SY Exiters				1992-93 SY Exiters			
	Special Ed Total Staying		General Ed Total Staying		Special Total Staying		General Ed Total Staying		Special Ed Total Staying		General Ed Total Staying	
Teacher Characteristics	N	%	N	%	N	%	N	%	N	%	N	%
Race												
African Amer	9	44%	65	32%	8	63%	77	65%	13	46%	85	21%
European Amer	26	19%	156	11%	32	19%	205	22%	37	19%	202	9%
Other	1	0%	2	0%	1	100%	0	**	1	0%	1	0%
Gender												
Male	0	**	36	17%	0	**	45	51%	5	60%	77	16%
Female	36	25%	187	17%	41	29%	237	30%	46	22%	211	11%
Career Ladder Status												
Not on ladder	15	13%	149	11%	20	20%	150	14%	25	12%	181	6%
Class I	18	28%	61	21%	20	40%	103	48%	21	29%	87	15%
Class II	0	**	4	50%	1	0%	9	100%	2	100%	10	50%
Class III	3	67%	9	67%	0	**	20	80%	2	67%	10	70%
Total Teaching Exper												
4 years or less	13	1%	100	14%	20	15%	129	9%	22	18%	176	6%
More than 4 years	23	35%	123	20%	21	43%	153	55%	29	31%	112	23%

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* A teacher is classified as a leaver from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992-93) classroom position in special education, general education, or vocational education respectively.

** Division is undefined in this case since there are no teachers in this category.

EXHIBIT 2.6

Comparison of Groups of 1990-91, 1991-92, and 1992-93 MCS Exited Teachers* by Age** and Years of MCS Experience (Deceased and Retired Exiters Are Not Included)

	1990-91 School Year			1991-92 School Year			1992-93 School Year		
Teaching and Exit Categories	Total N	Age (Years) Mean	Years MCS Exper Mean	Total N	Age (Years) Mean	Years MCS Exper Mean	Total N	Age (Years) Mean	Years MCS Exper Mean
Special Education	36	37.0	8.1	41	36.4	6.1	51	37.0	7.4
Remain in MCS	9	44.6	13.2	12	42.8	9.7	13	43.8	13.6
Exit MCS	27	34.5	6.5	29	33.7	4.7	38	34.7	5.3
Vocational	24	41.1	9.8	11	45.5	13.0	14	48.6	12.7
Remain in MCS	4	44.8	15.8	4	46.0	14.3	6	45.7	14.8
Exit MCS	20	40.4	8.6	7	45.3	12.4	8	50.9	11.1
Other General Education	199	36.0	7.0	271	38.0	8.2	274	36.0	5.0
Remain in MCS	34	48.9	13.9	91	45.4	14.1	30	43.8	11.8
Exit MCS	165	33.3	5.6	180	34.2	4.9	244	35.1	4.1
All Teachers Combined	259	36.6	7.4	323	38.0	8.1	339	36.7	5.7
Remain in MCS	47	47.7	13.9	107	45.1	14.1	49	44.0	12.6
Exit MCS	212	34.1	6.0	216	34.5	5.2	290	35.4	4.5

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* A teacher is classified as a dropout or exiter from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992 -93) classroom position in special education, general education, or vocational education respectively.

** Ages were computed as of 1 January 1991 for the 1990-91 school year exiters, 1 January 1992 for 1991-92 school year exiters, and 1 January 1993 for 1992-93 school year exiters.

EXHIBIT 2.7

Comparison of 1990-91, 1991-92, and 1992-93 Exited* Teacher Groups by Endorsement Status (Deceased and Retired Exiters Are Not Included)

Teacher Groups	Total N	Non-Endorsed Teachers** N	 %
Exited 1990-91 Special Education Teachers	36	2	5.6%
Exited 1990-91 General Education Teachers	223	43	19.3%
Exited 1991-92 Special Education Teachers	41	3	7.3%
Exited 1991-92 General Education Teachers	282	15	5.3%
Exited 1992-93 Special Education Teachers	51	2	3.9%
Exited 1992-93 General Education Teachers	288	20	6.9%

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* A teacher is classified as a dropout or exiter from special, general, or vocational education if he/she left his/her 1990-91 (or 1991-92 or 1992 -93) classroom position in special education, general education, or vocational education respectively.

** Teachers reported as not having an endorsement may have had one but let it transpire.

Chapter 3

Screening Study

The purposes of the Screening Study were to: (1) provide an overview of the job satisfaction, commitment, and career plans of the Memphis City Schools current special education workforce, (2) identify salient variables related to satisfaction and career plans based on responses to open-ended questionnaire items, (3) aid in refining the conceptual framework and developing the remaining instruments, and (4) identify teachers with varied perceptions about special education teaching for indepth interviews.

This chapter provides a summary and synthesis of findings from this exploratory study, which was conducted during the first year of the project. The study's methodology and findings are presented in Sections I and II, respectively. A discussion of the findings is presented in Section III. Referenced exhibits have been placed at the end of the chapter for the reader's convenience.

I. METHODOLOGY FOR THE SCREENING STUDY

A four-page screening instrument was developed to assess special education teachers' current teaching attitudes, plans, and reasons for those plans. This questionnaire was reviewed by OSEP staff, members of the Advisory/Planning Panel, and staff at ERI and SDSU. It was field tested with a small sample of teachers in Virginia. Also, key items on this questionnaire had been used in a large survey of special education teachers that was conducted last year in the State of Virginia. A copy of the Screening Study questionnaire, entitled "Memphis City Special Education Questionnaire," is in Attachment A.

The screening instrument consisted of four parts. Part A requested respondents to provide information on their current assignments, including teaching areas (e.g., learning disabilities, multiple disabilities) and service delivery models (e.g., resource, self-contained). Part B consisted of 10 "attitude" items about teaching. Part C consisted of special education teaching plans, how long they planned to remain in Memphis and special education teaching in general as well as what they hope to be doing after leaving their special education positions. The last part of the questionnaire included two open-ended items. Respondents were asked "If you want to stay (or leave) your current special education teaching position, please list your most important reasons." The open-ended data was viewed to be essential to give teachers an opportunity to frame issues from their own perspectives.

In January 1992, the screening instrument and an introductory letter and description of the study were mailed to all 613 of the special education teachers employed by the Memphis City Schools. This instrument package was mailed to the teachers' home addresses. Follow-up mailings included a post-card reminder one week later, and a second questionnaire mailing to all teachers who had not responded within three weeks after the initial mailing. In addition, the RTI project director described the study's purpose and methodology at the annual workshop for MCS special education teachers and solicited the teachers' cooperation in completing the questionnaire. This workshop was held one week after the post-card reminder had been mailed.

A total of 470 questionnaires were completed for a response rate of 77%. Data obtained from the completed questionnaire were edited and merged with background data obtained from the MCS personnel files (e.g., age, gender, race, teaching experience, career ladder status, teaching assignment area, grade levels taught) to develop the analysis file.

II. FINDINGS

A. Demographic Characteristics of Respondents and Nonrespondents

Exhibits 3.1, 3.2, and 3.3 provide a comparison of respondents and nonrespondents by race, age, gender, career ladder status, grade level(s) taught, teaching experience, disability areas taught, and NTE scores. As shown in these exhibits, the respondents and nonrespondents are quite similar across these characteristics.

The group of respondents consisted of 38 males and 432 females. Their average age was 42, and they had an average of 12 years of teaching experience in the MCS. The race of the respondents included 296 European Americans, 174 non-European Americans, and 3 in the "other" category. Elementary school teachers were in the majority (n=269). The number of teachers assigned to middle and secondary schools were 57, and 79, respectively. Sixty-five teachers were assigned to special schools that cannot be simply classified as being exclusively an elementary, middle, or high school.

Respondents' current teaching assignments are outlined in Exhibit 3.4 by teaching areas (e.g., learning disabilities, multiple disabilities) and service delivery models. As expected, the largest percentage of teachers were assigned to classrooms for students with learning disabilities (n=185; 39.4%), followed by teachers working with students with educable mental retardation (n=57; 12.1%). The majority of teachers indicated that they taught in either self-contained classrooms (n=182; 38.7%) or resource rooms (n=145; 30.9%).

B. Attitudes Toward Teaching

Respondents were asked to indicate the degree to which they agreed to each of ten questions concerning their attitudes toward teaching. A principal axis factor analysis was applied to the intercorrelations among the item ratings. A decision was made to retain two factors which collectively explained 46% of the variance. The loading of each item on both factors is presented in Exhibit 3.5.

The first factor is defined by items that suggest overall commitment to special education teaching. The second factor is defined by items relating to job satisfaction in current position. Means and standard deviations, as well as the percentage of MCS special educators responding to each of the four response choices, are also presented in Exhibit 3.5. Internal consistency reliability coefficients (Cronbach's alpha) were computed for both the commitment and the job satisfaction scales. The reliability coefficients for the commitment and job satisfaction scales were .77 and .80, respectively.

A review of the individual items in Exhibit 3.5 shows that overall initial commitment among this group of special educators was high. Over 80% of these teachers either agreed or tended to agree to the statement "when I entered special education teaching, I planned to stay for many years." However, a smaller percent (64%) of the respondents agreed or tended to agree with the statement that they would choose special education teaching again. A high percentage of teachers indicated that they agreed or tended to agree with the statements, "I am satisfied with my present teaching position" (82%), "I enjoy working in my school(s)" (90%), and "I feel successful and competent in my present position" (92%). However, a smaller percent (59%) indicated agreement that they would "recommend Memphis to others as a good place to teach".

Based on the results of the factor analysis of the ten "attitude" items, composite scales were computed for commitment and job satisfaction. These composite scales were computed by summing the responses across the items defining each scale as shown in Exhibit 3.5. In an effort to identify demographic and teaching position characteristics associated with these two composite variables, the SAS (Statistical Analysis System) General Linear Model procedure (PROC: GLM) was used. Separate analyses were completed for the commitment and job satisfaction scales. The following nine independent variables were used in both analyses: race, gender, career ladder level, grade level taught, school category (regular or special), area of disability taught, years of teaching experience, and type of service delivery model (e.g., itinerant, resource room, and self-contained).

Of primary interest were F-tests associated with each of the nine original variables. These F-tests can be interpreted as indicating whether a particular variable explained a significant proportion of the variance in the dependent variable, after controlling for the other nine variables. For the commitment variable, only two independent variables were found to have significant F ratios: gender (F=4.68, df=1, p=.03) and teaching assignment (F=2.78, df=12, p=.001). The adjusted means for gender suggest that males are significantly less committed to special education teaching (M=2.80) than are females (M=3.08).

For the job satisfaction composite, two independent variables were found to have significant F ratios: race (F=24.34, df=2, p .0002) and teaching assignment (F=3.20, df=12, p .0002). An analysis of the adjusted means suggest that European Americans (M=2.86) are less satisfied with their jobs than African Americans (M=3.19).

To facilitate the interpretation of the significant contribution that teaching assignment made to the prediction of commitment and job satisfaction, mean commitment and job satisfaction scores by the 12 teaching assignments are presented in Exhibit 3.6. The observed means shown in Exhibit 3.6 are the means computed for each group of teachers without regard to differences on other variables. The adjusted means were computed using the regression results shown on the GLM output. These may cautiously be interpreted as commitment and job satisfaction means for these groups of teachers after controlling for differences on the other independent variables used in the GLM analysis.

A review of the means in Exhibit 3.6 suggest that teachers in certain assignment areas may be at greater risk of leaving. The lowest satisfaction levels were among teachers of speech impairments, educable mental retardation, and severe/communication disorders. Similarly, commitment appears to be lowest among teachers of students with speech impairments, educable mental retardation, deaf/hearing impairments, and severe behavior/communication disorders. Lower levels of commitment were also found for teachers of students with emotional disabilities and those in homebound/hospitalized settings. The highest levels of commitment were among teachers of students with physical disabilities, multiple disabilities, and the intellectually gifted. Job satisfaction was highest among teachers of students with blind/visual impairments, homebound/hospitalized, and the intellectually gifted.

C. Teaching Plans

To understand respondents' teaching plans, we asked them three questions: (1) how long they planned to remain in special education teaching (whether in or outside of Memphis), (2) how long they planned to remain in special education teaching in Memphis, and (3) whether or not they planned to leave their special education positions in Memphis anytime during the next three years. Response choices for the first two questions included "definitely plan to leave special education teaching as soon as I can," "will probably continue unless something better comes along," "until I am eligible for retirement," "as long as I am able," and "undecided at this time." Response choices for the third question were yes or no. We also asked those who planned to leave their special education position in Memphis within the next three years to indicate what they planned to be doing after leaving their position. The teachers' responses to these questions are summarized below.

We also analyzed these responses to determine if there was a relationship between teachers' plans and their levels of job satisfaction and commitment. The results of this analysis are also presented in this section.

1. Plans to Remain in Special Education Teaching

Exhibit 3.7 shows the response frequencies, means, and standard deviations for teachers' responses to the first two questions. It is interesting to note that plans for remaining in Memphis and remaining in special education teaching were similar. Approximately half of the respondents indicated a desire to stay (e.g., until I am eligible for retirement, as long as I am able). Close to 20% are undecided, while a smaller percentage planned to leave special education as soon as possible. Of the 465 teachers responding to the question, "are you planning to leave your special education position in Memphis anytime during the next three years," 123 (26.5%) responded "yes," 333 (71.6%) responded "no," and 9 (1.9%) responded "don't know."

To identify the demographic and teaching position characteristics associated with teaching plans, the SAS General Linear Model procedure was used. Separate analyses were completed for plans to remain in special education teaching (in or outside of Memphis), plans to remain in special education teaching in Memphis, and plans to leave within the next three years. The following nine independent variables were used in these three analyses: race, gender, career ladder level, grade level taught, school category (regular or special), area of disability taught, years of teaching experience, and type of service delivery model.

For plans to remain in special education teaching and special education teaching in Memphis, age had a significant F ratio in both cases (F=22.11, df=1, p=.0001 for teaching in special education in or outside of Memphis; F=21.69, df=1, p=.0001 for special education teaching in Memphis). This means that younger teachers are more likely to have plans to leave than older teachers.

For plans to leave within the next three years, only teaching assignment had a significant F ratio (F=2.32, df=12, p=.0262). A review of Exhibit 3.8 shows that at least a third of the teachers of students with emotional disabilities, multiple disabilities, and severe behavior/communication disorders plan to leave their positions in the next three years.

2. Future Plans of Those Who Want to Leave

Exhibit 3.9 outlines the future plans of the 120 teachers (26% of respondents) who plan to leave their positions within three years. The largest percentage (21.1%) desire a nonteaching job in the education field (e.g., administrator, consultant). Approximately 15% want a transfer to general education in Memphis or want to move to nonteaching positions in education. Another 13% want to retire, 11% want to teach special education in another district, and 7% want to stay at home.

Of those special educators who want to transfer to other special education positions in Memphis (n=67), approximately 33% want to transfer to another school, 25% want to transfer to another service delivery model (e.g., from self-contained to resource), 20% want to teach a different disability area, and 12% want to change school level (see Exhibit 3.10). Ten percent of the respondents did not specify the type of transfer they desired.

It should be noted that the MCS' transfer policy permits teachers to make a written request for transfer by filing such a request by June 1 for the following school year (Memphis Education Association, 1991). Voluntary transfers are made between the end of the school year and August, and all requests expire the following May 31. In making this request, the teacher may list up to five (5) locations and the assignment to which he/she wishes to be transferred. A teacher who receives a voluntary transfer shall not be eligible for another voluntary transfer for a period of three (3) years.

3. Teaching Plans and Job Satisfaction/Commitment

F-tests were used to analyze the differences in the mean satisfaction and commitment scores of teachers grouped according to their plans to remain in special education teaching (a) in general, i.e., in or outside of Memphis and (b) in Memphis specifically. Exhibit 3.11 shows the means and standard deviations for job satisfaction and commitment for each of the four specific career plans relative to "remaining in special education in general" and "remaining in special education specifically in Memphis." These findings are discussed below.

(a) Remain in Special Education Teaching in General

Statistically significant differences were found in the mean scores for both commitment (F=39.02, df=3, 461, p=.0001) and job satisfaction (F=35.87, df=3, 461, p=.0001) for teachers selecting the various career plan options relative to staying in special education in general, i.e., teaching special education in or outside of Memphis. Student-Newman-Keuls[1] comparisons revealed that the means for teachers in all four career plan options were significantly different from each other on both job satisfaction and commitment (see Exhibit 3.11). Teachers who wanted to leave had significantly lower job satisfaction and commitment levels than the other groups. Conversely, teachers who wanted to stay as long as possible had significantly higher levels job satisfaction and commitment than teachers in the other three options.

(b) Remain in Special Education Teaching in Memphis

Differences in mean satisfaction and commitment scores across plans to remain in special education teaching in Memphis were also tested using F-tests. Statistically significant differences were also found for commitment (F=25.52, df=3, 462, p=.0001) and job satisfaction (F=37.62, df=3, 461, p=.0001). Student-Newman-Keuls comparisons revealed significant differences among each of the four groups for commitment and among three of the groups for job satisfaction (see Exhibit 3.11). Teachers who wanted to leave Memphis had a significantly lower level of commitment than teachers who selected the other three options. In addition, teachers who "wanted to leave" or who were "undecided" had a significantly lower level of job satisfaction than teachers who wanted to remain "until retirement" or "as long as possible." Conversely, teachers who wanted to stay in Memphis "as long as possible" had significantly higher levels of job satisfaction and commitment than the other three options. It should also be noted that no significant differences were found between teachers with differing career plans and NTE scores.

D. Reasons for Desiring to Stay in or Leave Special Education Teaching

Special educators in Memphis were asked to respond to one of two open-ended items: "If you want to stay (or leave) your current special education teaching position, please list your most important reasons. Forty-three percent of the 470 teachers who completed the questionnaire gave only reasons for "wanting to stay," 23 percent gave only reasons for "wanting to leave," and 33 percent gave reasons for "wanting to stay" and reasons for "wanting to leave." About one percent did not respond to this item.

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[1] The Student-Newman-Keuls test is used to identify which means are significantly different from each other after a significant F-ratio has been found.

Responses to these questions were analyzed for recurring themes using the methods described by Miles and Huberman (1984) and Patton (1990). These themes or categories were summarized into a coding protocol which included items such as, "lack of administrative support," "too many students," and "inadequate salary." Two doctoral students were trained to use the coding protocol. One of the students coded each of the individual written responses and the second student independently coded a random sample (10%) of the responses. The percentage of agreement between the two raters was 87% for reasons for staying and 84% for reasons for leaving.

The broad categories of special educators' reasons for staying and leaving special education teaching are provided in Exhibits 3.12 and 3.13, respectively. These exhibit show the number and percentage of respondents who identified each of these "staying' and "leaving" factors. Factors common to staying and leaving include support, work assignment, intrinsic and extrinsic rewards[2], preparation, and personal/change factors. Some single item categories were grouped under "other" and some responses were indeterminable (because of illegible writing, nonsensical responses).

As shown in Exhibits 3.12 and 3.13, intrinsic rewards were given most frequently as reasons for staying (60.9%); however, these items were infrequently given as reasons for leaving (5.3%). Support factors were given as reasons for staying and leaving a similar number of times. For example, 18.3% of the teachers gave administrative support as a reason for leaving (see Exhibit 3.13), while 21.3% gave administrative support as a reason for staying (see Exhibit 3.12). Work assignment factors were given as reasons for staying (40.6%) and leaving

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[2] Work rewards were coded into intrinsic and extrinsic rewards based on Lortie's (1975) definitions. Intrinsic rewards are satisfactions resulting from the work itself, while extrinsic rewards refer to the "earnings" attached to a role or level of prestige associated with the role.

(45.1%). Preparation factors and personal/change factors were never given as reasons for staying and were infrequently given as reasons for leaving special education teaching.

1. Reasons For Staying

Exhibit 3.14 displays in detail analyses for "reasons for staying." Approximately 75% of the respondents provided reasons for wanting to remain in their current assignments. (This group includes those who responded to both items and gave reasons for wanting to stay as well as reasons for wanting to leave). Clearly the intrinsic rewards associated with teaching were given most frequently as reasons for staying. Most of these intrinsic rewards were such student related factors as positive relationships with students and making a difference in students' lives. Although a variety of intrinsic rewards were mentioned frequently by respondents (e.g., overall satisfaction, job challenge, feelings of competence), extrinsic rewards (e.g., salary benefits) were mentioned by few of the respondents.

Work assignment and support factors were frequently mentioned reasons for staying. Under support factors, building level and central office administrative support were mentioned as reasons for staying similar numbers of times. Colleagues were also given as an important source of support by respondents.

2. Reasons For Leaving

Approximately 55% of the respondents gave reasons for wanting to leave their present assignments. Exhibit 3.15 details reasons for leaving under the six major categories described above. As with the group of "stayers" above, this group includes teachers who responded to both items and gave reasons for wanting to stay as well as reasons for wanting to leave.

Most of the reasons for leaving were grouped under two factors, work assignment and support. Problems with work assignments were mentioned most frequently as reasons for leaving. The most frequently mentioned work assignment problems included problems with teachers' roles/responsibilities, particularly an overload of responsibilities (e.g., paperwork, class size/class mix, time to complete work) and lack of access to needed resources (e.g., materials, supplies, personnel).

Lack of support was also mentioned frequently as a reason for leaving, with lack of administrative support comprising most of this category. Most of the written responses regarding administrative support were general in nature, however, some mentioned ineffective leadership, disagreement with special education policies, and lack of input into decisionmaking. In general, respondents did not indicate whether "lack of support" was a problem at the central office level, building level, or both. Intrinsic and extrinsic rewards, preparation factors, and personal/change factors were infrequently mentioned as reasons for leaving.

III. SUMMARY AND DISCUSSION

The purposes of the Screening Study were to explore the general levels of job satisfaction, commitment, and career plans of MCS special educators and identify salient variables related to satisfaction and career plans. The following discussion of the findings relative to these purposes is organized by topic as follows: numbers of likely leavers, characteristics of likely leavers, reasons offered for staying or leaving, and the implications of these findings for strategic planning.

A. Likely Leavers

Based on responses to the screening survey, approximately 1/2 of the special education teaching force might be considered "at risk" of leaving Memphis and special education teaching. This is the percentage of teachers who plan to leave, will continue until something better comes along, or are undecided. The remaining half of respondents might be considered at "low risk" of leaving since they plan to stay until retirement or as long as they are able.

Certainly not all teachers who plan to leave or are considering leaving will actually leave. It is likely that many special educators who want to leave will not because of limited opportunities in other occupations and settings due to the currently depressed economic environment. However, dissatisfied teachers who stay should be of concern to MCS school leaders. Dissatisfied teachers may put forth less effort and be less effective than their satisfied counterparts. Attempts to increase satisfaction should lead not only to reduced attrition, but to a more effective workforce as well.

It is interesting that plans to remain in special education teaching (in or outside of Memphis) and plans to remain in special education teaching in Memphis are markedly similar. We can only speculate why this is the case. Perhaps the respondents did not understand the distinction between the items. Or perhaps teachers' reasons for wanting to remain have less to do with Memphis than they do with special education teaching in general. Therefore, those teachers who want to leave may assume that the problems they have experienced with special education teaching are not specific to Memphis, but rather, are characteristic of teaching in special education in general.

Among those who desire to leave special education teaching over the next three years, the majority desire to remain in education in some capacity. Over a third of teachers want nonteaching jobs either in education or outside of education. General education is also clearly an attraction to some special educators in the MCS.

The number of special educators who definitely plan to leave special education teaching in Memphis (10.1%) is similar to the actual attrition rate (leaving Memphis) of special educators in 1990-91. The actual attrition rates of special and general educators from the MCS in 1990-91 was approximately 8% for both groups. Although this rate seems relatively modest, the MCS will need to replace a significant number of teachers over the next five years if similar percentages continue to leave each year. As the economy improves, dissatisfied teachers may leave in larger numbers as other opportunities become available.

B. Characteristics of Likely Leavers

A review of the MCS attrition data, teaching plans, commitment and job satisfaction data suggest that certain teachers might be more likely to leave than others. A review of those who actually left their MCS teaching positions during 1990-91 suggest that the highest levels of attrition during 1990-91 were among teachers of students with learning disabilities (11.%) and mental retardation (11.7%). The highest attrition rates were not necessarily among those with the lowest levels of commitment and job satisfaction. However, it is important to note that we do not have job satisfaction and commitment measures for the 1990-91 exiters. Speech/language therapists and severe behavior/communication disorders teachers had among the lowest satisfaction and commitment, but fewer of these teachers left in the previous year than a number of other groups. The highest percentages of those who plan to leave include teachers of students with emotional disturbances, multiple disabilities, and severe behavior/communication disorders. Interestingly, although speech/language therapists reported the lowest levels of job satisfaction and commitment, only 6.1% indicated that they planned to leave over the next three years.

Teachers in certain assignment areas may also be at risk for leaving. For example, the lowest satisfaction levels were among teachers of speech impairments, educable mental retardation, and severe/communication disorders. Similarly, the lowest levels of commitment were among teachers of students with speech impairments, educable mental retardation, deaf/hearing impairments, and severe behavior/communication disorders. In addition, lower mean levels of commitment were found for teachers of students with emotional disabilities and those in homebound/hospitalized settings.

Although we found differences in job attitudes and teaching plans among teachers of varied disability groups, these findings need to be interpreted with caution. The teaching assignment reflects the "primary disability" area taught by the teacher, which may be misleading since many MCS special educators have students with diverse disabilities in their classes. For example, many teachers taught students with leaning disabilities, mental retardation, and emotional disturbances in their classes at the same time. Future research efforts will include the range of disabilities, the severity of students, and the number of students served to better understand teachers' assignments and factors influencing attrition/retention.

There are a number of demographic characteristics which place certain groups at greater risk for leaving. Younger teachers are more likely to have plans to leave than older teachers and males are also less committed to special education teaching than are females. In addition, European American teachers are less satisfied than African American teachers and previous research suggests that teachers who are less satisfied are more likely to leave (Billingsley & Cross, 1992; Seery, 1990). The attrition data confirms this; European American teachers actually left their positions in higher proportions than their African American counterparts in 1990-91 (see Chapter 2). Understanding why certain demographic groups are more likely to leave than others is a question for further research.

C. Reasons for Staying/Leaving

Intrinsic rewards are given most frequently as a reason for staying, particularly student-related rewards (e.g., positive relationships with students, making a difference in students' lives). No other dominant patterns emerged for reasons for staying. Teachers' roles/responsibilities and resource and administrative problems were the three most frequently mentioned reasons for desiring to leave (these findings are consistent with prior research results). It is interesting to note that lack of rewards (other than salary) are rarely mentioned as reasons for leaving. It seems likely that teachers' roles/responsibilities, resources, and administrative problems would lead to lack of rewards. Perhaps teachers find it easier to point to everyday problems as reasons for leaving, rather than consider the effects of those problems on their professional self-esteem. Teachers who have difficult assignments and unreasonable role demands may feel ineffective and experience few rewards.

System and bureaucratic factors may contribute to attrition in Memphis more than school factors. The overwhelming majority of teachers agreed or tended to agree that they enjoy working in their schools and that they enjoy their positions. However, significantly fewer recommend Memphis as a good place to teach. This may be because MCS teachers view some of the problems they experience as external to their immediate teaching environment and schools. An analysis of reasons for leaving suggest that major dissatisfiers, including role problems (e.g., paperwork, class size/mix) and resource problems (e.g., lack of materials) are more likely to be influenced by system policies and requirements, rather than school administrators. In the follow-up interviews conducted with MCS teachers in the Influencing Factors Study (see Chapter 4), the lack of system level support was mentioned frequently as a problem by special educators. In two previous studies (Billingsley & Cross, 1991; McKnab, 1983), central office administrators were perceived as a reason for leaving more often than building level administrators. Although the effects of school and system practices on attrition may be difficult to separate, this issue needs further exploration.

Teachers with low levels of job satisfaction and commitment are significantly more likely to want to leave special education teaching and the MCS than are their more satisfied counterparts. "Reasons for staying" provides those in leadership positions with specific examples of what teachers see as satisfiers/incentives for teaching in special education. Conversely, "reasons for leaving" provide examples of dissatisfiers/disincentives. MCS administrators need to attend to those work-related factors that are problems for MCS special educators and strive to increase opportunities for teachers to experience the rewards of teaching.

D. Implications for MCS Planning

The following findings should be considered in developing a plan to improve the job satisfaction, commitment, and retention of special educators in the MCS. However, it is also important to emphasize that these findings are preliminary in nature and based on a brief, exploratory, screening questionnaire. Data from the other MCS studies as well as additional sources (e.g., exiter study, committee members' expertise, professional literature) need to be considered.

1. Certain groups of teachers may be at a greater risk for leaving than others based on demographic variables, job satisfaction, commitment, career plans, and past attrition patterns. In Memphis, the at-risk groups may be considered to be: early career teachers, European American teachers, male teachers, teachers of students with educable mental retardation, speech/language impairments, severe/communication disorders, and emotional disabilities.

2. System and bureaucratic factors may contribute to attrition in Memphis more than school factors. Many of the "reasons for wanting to leave" include teachers' roles/responsibilities (e.g., paperwork, class size/mix) and resource problems (e.g., lack of materials) that are more likely to be influenced by central administrators, rather than principals.

3. Increasing job satisfaction and commitment may be the most profitable goal for the strategic planning committee. The similar rate of attrition between general and special educators (approximately 8%) suggests that, at this time, attrition was not high during 1990-91. However, this may be due to economic conditions. What is

perhaps more important is that approximately 1/2 of the special education teaching force would like to leave or are undecided. Improving the job satisfaction and commitment of MCS teachers should be the primary goal of the strategic planning committee since teachers with lower levels of job satisfaction and commitment are significantly more likely to want to leave special education teaching and the MCS than are their more satisfied counterparts. Further, improving the satisfaction and commitment of teachers who would like to leave may improve the quality of instruction these teachers provide.

4. Improving work-related conditions is a promising strategy for increasing job satisfaction and commitment given the many problems cited as reasons for leaving (see Exhibit 3.13).

5. Increasing the intrinsic rewards that teachers experience is also a promising strategy, since those that want to stay give student-related rewards as their major reason for wanting to stay.

EXHIBIT 3.1

Comparison of Screening Study Respondents and Nonrespondents by Race, Gender, Years of Experience, Career Ladder Status, School Assignment, and Grade Level Taught

	Respondents (Total=470)		Nonrespondents (Total=143)	
Teacher Characteristics	**N**	**%**	**N**	**%**
Race				
African American	172	36.6%	65	45.5%
European American	296	63.0%	78	54.6%
Other	2	0.4%	0	0.0%
Gender				
Male	38	8.1%	9	6.3%
Female	432	91.9%	134	93.7%
Career Ladder Status*				
Not on ladder	79	16.8%	33	23.1%
Class I	303	64.5%	99	69.2%
Class II	44	9.4%	8	5.6%
Class III	44	9.4%	3	2.1%
Type of School Assignment				
Regular School	355	75.5%	97	67.8%
Special School	115	24.5%	46	32.2%
Grade Level Taught				
Elementary	269	57.2%	87	60.8%
Middle	57	12.1%	15	10.5%
Secondary	79	16.8%	15	10.5%
Mixed**	65	13.8%	26	18.2%
Total Teaching Experience				
4 years or less (Beginners)	57	12.1%	20	14.0%
More than 4 years (Experienced)	413	87.9%	123	86.0%

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* The Career Ladder Program is optional for selected categories of teachers and certification pays a 10-month salary supplement of $1,000 (Level I), $2,000 (Level II), or $3,000 (Level III). Teachers may be evaluated for Level I during their 4th year of teaching, Level II during their 8th year, and Level III during their 12th year.

** This designation includes teachers assigned to special schools that can not be simply classified as being an elementary, middle, or high school.

EXHIBIT 3.2

Comparison of Screening Study Respondents and Nonrespondents by Teaching Assignment

Assignment	Respondents (Total=470) N	%	Nonrespondents (Total=143) N	%
Blind/Visual Impairments	11	2.3%	5	3.5%
Deaf/Hearing Impairments	27	5.7%	12	8.4%
Educable Mental Retardation	57	12.1%	20	14.0%
Emotional Disturbances	20	4.3%	2	1.4%
Homebound/Hospitalized	9	1.9%	3	2.1%
Intellectually Gifted	36	7.7%	10	7.0%
Learning Disabilities	185	39.4%	48	33.6%
Multiple Disabilities	26	5.5%	9	6.3%
Physical Disabilities	13	2.8%	3	2.1%
Severe Behavior/Communication Disorders (Autism)	8	1.7%	6	4.2%
Speech Impairments	33	7.0%	18	12.6%
Trainable Mental Retardation	42	9.0%	7	4.9%
Other*	3	0.6%	0	0.0%
Total	470	100.0%	143	100.0%

* This designation includes Parent Liaison Teachers and Teachers for Deinstitutionalized Students.

EXHIBIT 3.3

Comparison of Screening Study Respondents and Nonrespondents by Age, MCS Teaching Experience, and NTE's

	Respondents (Total = 470)		Nonrespondents (Total = 143)	
Teacher Characteristics	**MEAN**	**SD**	**MEAN**	**SD**
Age (as of 1 January 1992)	42	8.8	40	8.5
Years of MCS Experience	12	7.7	11	7.4
NTE Common Score*	557	90.6	537	102.7
NTE Core 1982 Battery Scores**				
Communication Skills	658	11.9	656	13.4
General Knowledge	653	12.9	652	13.6
Professional Knowledge	657	12.1	654	14.4

* Results are based on an N of 346 for respondents and an N of 100 for nonrespondents.

** Results are based on an N of 102 for respondents and an N of 36 for nonrespondents.

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EXHIBIT 3.4

Distribution of Screening Study Respondents by Current Teaching Assignments

Teaching Assignments	Frequencies	Percentages
Teaching Areas		
Blind/Visual Impairments	11	2.3%
Deaf/Hearing Impairments	27	5.7%
Educable Mental Retardation	57	12.1%
Emotional Disturbances	20	4.3%
Homebound/Hospitalized	9	1.9%
Intellectually Gifted	36	7.7%
Learning Disabilities	185	39.4%
Multiple Disabilities	26	5.5%
Physical Disabilities	13	2.8%
Severe Behavior/Communication Disorders (Autism)	8	1.7%
Speech Impairments	33	7.0%
Trainable Mental Retardation	42	8.9%
Other*	3	0.6%
Totals	470	99.9%
Service Delivery Model		
Itinerant	57	12.1%
Resource**	145	30.9%
Combined resource/self-contained	25	5.3%
Self-contained	182	38.7%
Special school	21	4.5%
Home/hospital-based	11	2.3%
Other	9	1.9%
Nonresponse	20	4.3%
Totals	470	100.0%

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* This designation includes Parent Liaison Teachers and Teachers for Deinstitutionalized Students.

** Resource room services are provided on a pull-out basis for one or two periods a day.

EXHIBIT 3.5

Descriptive Statistics for Attitude Satements Grouped by Factors

Attitude Statements	Factor loading 1	Factor loading 2	Agree	Tend to Agree	Disagree	Tend to Disagree	Mean*	SD
Factor 1: Commitment								
When I entered special education teaching, I planned to stay for many years	.31	.01	55.6%	25.6%	10.0%	8.8%	3.27	.98
If I could earn as much money in another profession, I would stop teaching	.46	.30	20.2%	21.0%	33.6%	25.2%	2.67	1.06
For me, special education is the best of all professions	.72	.33	21.6%	34.0%	28.8%	15.6%	2.66	.98
Deciding to teach in special education was a definite mistake on my part	.60	.48	4.5%	9.7%	33.1%	52.7%	3.38	.79
If I could plan my career over again, I would choose special education teaching	.78	.34	37.9%	26.0%	20.8%	15.4%	2.90	1.06
Factor 2: Job Satisfaction								
I am satisfied with my **present** teaching position	.26	.73	51.0%	29.5%	11.6%	7.9%	3.25	.94
I feel successful and competent in my present position	.22	.57	64.6%	27.4%	6.6%	1.5%	3.60	.68
I often have thoughts about quitting my job	.41	.56	15.6%	24.2%	26.1%	34.1%	2.82	1.08
I would recommend Memphis to others as a good place to teach	.35	.47	20.5%	37.7%	23.2%	18.2%	2.66	1.00
I enjoy working in my school(s)	.08	.79	56.9%	33.4%	6.0%	3.7%	3.46	.75

* Higher mean scores indicate higher levels of commitment and teaching satisfaction.

EXHIBIT 3.6

Observed and Adjusted Means for Commitment and Job Satisfaction by Current Teaching Assignments

Teaching Assignments	Commitment		Job Satisfaction	
	Mean$_{obs}$	Means$_{adj}$	Mean$_{obs}$	Mean$_{adj}$
Blind/Visual Impairments	2.93	2.80	3.31	3.31
Deaf/Hearing Impairments	2.84	2.47	3.02	2.58
Educable Mental Retardation	2.79	2.59	2.88	2.56
Emotional Disabilities	2.74	2.57	3.02	2.73
Homebound/Hospitalized	3.02	2.55	3.68	3.40
Intellectually Gifted	3.21	3.10	3.49	3.22
Learning Disabilities	2.90	2.71	3.03	2.69
Multiple Disabilities	3.23	2.97	3.25	2.89
Physical Disabilities	3.37	3.10	3.24	2.81
Severe Behavior/Communication Disorders (Autism)	3.00	2.69	2.91	2.59
Speech Impairments	2.63	2.37	2.93	2.49
Trainable Mental Retardation	3.14	2.86	3.39	2.96

* Higher means indicate higher levels of commitment and job satisfaction.

EXHIBIT 3.7

Screening Study's Respondents' Plans to Remain in Special Education Teaching

Teacher Responses	**How long do you plan to remain in special education teaching: (a) In or outside of Memphis? (N=465)**	**(b) in Memphis? (N=466)**
Definitely plan to leave special education teaching as soon as I can	7.7%	10.1%
Will probably continue unless something better comes along	24.1%	22.8%
Until I am eligible for retirement	27.3%	26.0%
As long as I am able	21.9%	23.4%
Undecided at this time	18.9%	17.8%
Totals	100.0%	100.0%

EXHIBIT 3.8

"Are You Planning to Leave Your Special Education Position in Memphis Anytime During the Next Three Years?" Responses to This Question by 1991-92 MCS Special Education Teachers Classified by Teacher Assignment

Teacher Assignments	Total N	Percent Responding Yes	No	Don't Know
Blind/Visual Impairments	11	18.2%	81.8%	0.0%
Deaf/Hearing Impairments	27	29.6%	66.7%	3.7%
Educable Mental Retardation	57	31.6%	66.7%	1.8%
Emotional Disturbances	20	50.0%	50.0%	0.0%
Homebound/Hospitalized	9	11.1%	88.9%	0.0%
Intellectually Gifted	36	16.7%	77.8%	5.6%
Learning Disabilities	181	29.3%	68.5%	2.2%
Multiple Disabilities	26	42.3%	57.7%	0.0%
Physical Disabilities	13	30.8%	69.2%	0.0%
Speech Impairments	33	6.1%	93.9%	0.0%
Severe Behavior/Communication Disorders (Autism)	8	37.5%	62.5%	0.0%
Trainable Mental Retardation	41	12.2%	85.4%	2.4%
Other*	3	0.0%	100.0%	0.0%
Totals	465	26.5%	71.6%	1.9%

* This designation includes Parent Liaison Teachers and Teachers for Deinstitutionalized Students.

EXHIBIT 3.9

Future Plans of MCS Special Education Teachers Who Plan To Leave Their Positions Within Three Years (N = 123)

Future Plans	N	%
Nonresponse	3	2.4%
Teach special education in another school district	14	11.4%
Teach special education in another school, in or outside of the MCS	4	3.3%
Subtotal: Remain in Special Education	18	14.7%
Teach general education in the same school in Memphis	10	8.1%
Teach general education in another school in Memphis	8	6.5%
Teach general education in another school district	1	0.8%
Subtotal: Switch to General Eduation	19	15.4%
Have a nonteaching job in education field	26	21.1%
Work outside of education	18	14.6%
Retire	16	13.0%
Pursue a graduate degree full time in special education	3	2.4%
Pursue a graduate degree full time in education, but not special education	3	2.4%
Pursue a graduate degree full time in non-education field	4	3.3%
Subtotal: Pursue graduate degree	10	8.1%
Stay at home, e.g., home making, child rearing	8	6.5%
Other*	5	4.1%
Totals	123	99.9%

* Includes: work in speech language, teach either special or general education, employed out of Memphis, work out of country, and volunteer work with senior citizens.

EXHIBIT 3.10

Type of Transfer Desired by MCS Special Education Teachers Who Want To Transfer To Another Special Education Position in Memphis In the Next Three Years

(N = 67)

Type of Transfer	N	%
Nonresponse	7	10.4%
Change to another school	22	32.8%
Change to a different school level (e.g., elementary to jr. high)	8	11.9%
Change to a different service delivery model (e.g., from self-contained to resource)	17	25.4%
Change to teaching a different disability area (e.g., from emotionally disturbed to learning disabilities)	13	19.4%
Totals	67	100.0%

EXHIBIT 3.11

Mean Job Satisfaction and Commitment Scores by Teaching Plans

Teaching Plans	N	Job Satisfaction Mean*	Commitment Mean*
Special Education Teaching in General			
Leave special education teaching***	148	2.77 (A)**	2.57 (A)**
Undecided	88	2.97 (B)**	2.84 (B)**
Until retirement	127	3.32 (C)**	3.09 (C)**
As long as possible	102	3.51 (D)**	3.42 (D)**
Special Education Teaching in Memphis			
Leave special education teaching***	153	2.78 (A)**	2.64 (A)**
Undecided	83	2.93 (A)**	2.82 (B)**
Until retirement	121	3.30 (B)**	3.10 (C)**
As long as possible	109	3.52 (C)**	3.31 (D)**

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* Higher mean values indicate higher levels of commitment and job satisfaction.

** Means within each grouping (e.g., the mean "job satisfaction" scores for the four categories of teaching plans under "Special Education in General") that have the same letter in parenthesis are not significantly different.

*** This category combines two response choices in the questionnaire: "definitely plan to leave" and "will continue unless something better comes along."

EXHIBIT 3.12

Broad Categories of Special Education Teachers' Reasons for Staying In Current Special Education Teaching Position*
(Percents Based on N = 470)

Reasons for Staying		N	%** Total	%** Subtotal
I.	***Support Factors***	***135***	***28.7***	
	A. Administrative Support	***100***	***21.3***	***74.1***
	B. Colleague Support	75	16.0	55.6
	C. Parent Support	25	5.3	18.5
	D. Community Support	6	1.3	4.4
II.	***Work Assignment Factors***	***191***	***40.6***	
	A. General	90	19.1	47.1
	B. School Factors	***116***	***24.7***	***60.7***
	C. Teachers' Roles/Responsibilities	41	8.7	21.5
	D. Resource Factors	17	3.6	8.9
III.	***Intrinsic Rewards***	***286***	***60.9***	
IV.	Extrinsic Rewards	52	11.1	
V.	Preparation Factors	0	0.0	
VI.	Personal/Change Factors	0	0.0	
	A. Family/Personal Reasons	0	0.0	0.0
	B. Retirement	0	0.0	0.0
	C. Change Career	0	0.0	0.0
	D. Need a Change	0	0.0	0.0
VII.	Other	15	3.2	
VIII.	Could Not Determine	29	6.2	
Gave No Reasons		***114***	***24.2***	

* We have highlighted categories that include at least 20% of MCS' special education teachers.

** Percentages total more than 100 because teachers gave multiple responses.

EXHIBIT 3.13

Broad Categories of Special Education Teachers' Reasons for Leaving Current Special Education Teaching Position*
(Percents Based on N = 470)

Reasons for Leaving		N	%** Total	%** Subtotal
I.	***Support Factors***	***111***	***23.6***	
	A. Administrative Support	***86***	***18.3***	***77.5***
	B. Colleague Support	39	8.3	35.1
	C. Parent Support	21	4.5	18.9
	D. Community Support	0	0.0	0.0
II.	***Work Assignment Factors***	***212***	***45.1***	
	A. General	42	8.9	19.8
	B. School Factors	34	14.3	31.6
	C. Teachers' Roles/Responsibilities	***162***	***34.5***	***76.4***
	D. Resource Factors	***111***	***23.6***	***52.4***
III.	Intrinsic Rewards	23	5.3	
IV.	Extrinsic Rewards	49	11.5	
V.	Preparation Factors	12	2.6	
VI.	Personal/Change Factors	52	11.1	
	A. Family/Personal Reasons	17	3.6	32.7
	B. Retirement	3	0.6	5.8
	C. Change Career	28	6.0	53.8
	D. Need a Change	10	2.1	19.2
VII.	Other	42	8.9	
VIII.	Could Not Determine	21	4.5	
Gave No Reasons		***209***	***44.5***	

* We have highlighted categories that include at least 20% of MCS' special education teachers.

** Percents total more than 100 because teachers gave multiple responses.

EXHIBIT 3.14

MCS Special Education Teachers' Reasons for Staying In Current Special Education Teaching Position* (Percents Based on N = 470)

Reasons for Staying	N	%**
I. Support Factors		
A. Administrative Support		
• Building level administrative support	54	11.49
• Central office administrative support	44	9.36
• General level administrative support	21	4.47
B. Colleague Support	***75***	***15.96***
C. Parent Support		
• Parent involvement and support	19	4.04
• Likes/enjoys parents	6	1.28
D. Community Support		
• Community support/respect	6	1.28
II. Work Assignment Factors		
A. General		
• Likes teaching assignment	55	11.70
• Excellent program	12	2.55
• Summers/vacation	23	4.89
• Work hours	19	4.04
• Job security	4	0.85
B. School Factors		
• Student characteristics (e.g., motivated, appreciative)	58	12.34
• School climate/environment	46	9.79
• School locations	24	5.11
• School/staff support of special education	9	1.91
• School facilities	8	1.70
• Safe working environment	5	1.06
C. Teachers' Roles/Responsibilities		
• Small class size	21	4.47
• Opportunities for individualization/ creativity	9	1.91
• Curriculum flexibility/design	9	1.91
• Restricted/reasonable duties	7	1.49
• Adequate time to plan, complete IEPs	4	0.85
• Restricted student age range	3	0.64

(continued)

Exhibit 3.14 (continued)

Reasons for Staying			N	%**
	D. Resource Factors			
		• Adequate supplies/materials	13	2.77
		• Availability of assistants/support services	7	1.49
III.	Intrinsic Rewards			
	A. Student Factors			
		• ***Positive relationships with students***	***123***	***26.17***
		• ***Making a difference in students' lives***	***116***	***24.68***
		• Feelings of concern/responsibility for students	28	5.96
	B. Overall satisfaction/rewards			
		• ***Rewarding job***	***73***	***15.53***
		• Likes work, job, etc.	9	1.91
		• Personal satisfaction	3	0.64
	C. Challenging job			
		• Job is challenging	35	7.45
	D. Feelings of success/competence			
		• Feel capable	34	7.23
		• Feel successful as a teacher	3	0.64
	E. Love of/interest in teaching			
		• Love to teach	22	4.68
	F. Overall contribution			
		• Value to society	12	2.55
		• Contribute to profession	9	1.91
	G. Growth opportunities			
		• Lifetime of self growth	11	2.34
		• Professional growth	1	0.21
IV.	Extrinsic Rewards			
		• Too much invested to leave	35	7.45
		• Too close to retirement	2	0.43
		• Salary	15	3.19
		• Career ladder advancement	2	0.43
		• Benefits	3	0.64
		• College courses	2	0.43
V.	Preparation Factors		0	0.00
VI.	Personal/Change Factors		0	0.00

(continued)

Exhibit 3.14 (continued)

Reasons for Staying	N	%**
VII. Other		
• Opportunities to use knowledge/skills	4	0.85
• Good as other jobs	3	0.64
• God has called me to do this	1	0.21
• Location of district	2	0.43
• No other job alternatives	2	0.43
• Opportunity to work in different schools	1	0.21
• Enjoy helping beginners	1	0.21
• Great school system	1	0.21
VIII. Could Not Determine	29	6.17
Gave No Reasons	***114***	***24.26***

* We have highlighted categories that include at least 15% of MCS' special education teachers.

** Percents total more than 100 because teachers gave multiple responses.

EXHIBIT 3.15

MCS Special Education Teachers' Reasons for Wanting To Leave Current Special Education Teaching Position
(Percents Based on N = 470)*

Reasons for Wanting to Leave	N	%**
I. Support Factors		
A. Administrative Support		
1. Overall lack of support/respect		
• Lack of administrator availability, concern, respect, support	76	16.16
2. Ineffective/incompetent administrators		
• Lack of effective leadership	16	3.40
3. Disagreement with special education policies		
• Inadequate/disagreement with policies	15	3.19
• Lack of control over transfer	10	2.13
4. Lack of input into decision-making		
• Administrators don't consider input	4	0.85
B. Colleague Support		
• Poor attitudes toward special education	18	3.83
• Lack of respect/support from colleagues	11	2.34
• Lack teachers' support for mainstreaming	10	2.13
• Lack of access to regular education class	3	0.64
• Incompetent colleagues	2	0.43
C. Parent Support		
• Lack of parent support/respect	21	4.47
II. Work Assignment Factors		
A. General		
• Dissatisfaction with position/working conditions	42	8.94
B. School Factors		
• Problems with discipline	21	4.47
• Poor/inadequate classroom space	15	3.19
• Inadequate facilities	12	2.55
• Concerns about personal safety	11	2.34
• Demands of working with special populations	11	2.34
• Lack of student motivation	15	3.19

(continued)

Exhibit 3.15 (continued)

Reasons for Wanting to Leave	N	%**
C. Teachers' Roles/Responsibilities		
1. Paperwork/other duties		
• ***Too much paperwork***	***112***	***23.83***
• Too many nonteaching duties	13	2.77
2. Class size/class mix		
• ***Large class sizes***	***78***	***16.60***
• Class mix (e.g., teaching multiple subjects/levels/abilities, inappropriately placed students)	51	10.85
3. Lack of time		
• Lack of time (e.g., to teach, plan, collaborate, individualize)	55	11.70
4. Number of assigned schools		
• Too many schools to teach in	8	1.70
D. Resource Factors		
1. Materials/supplies		
• Lack of materials/supplies	66	14.04
• Lack of money/funds to purchase materials	40	8.51
2. Personnel		
• Need aides/assistants	42	8.94
• Need for more staff	8	1.70
• Lack of support services	11	2.34
3. Curriculum Problems	8	1.70
III. Intrinsic Rewards		
• Lack of student progress	12	2.55
• Inadequate opportunities for growth	7	1.49
• Lack of success	5	1.06
• Lack of job challenge	3	0.64
IV. Extrinsic rewards		
• Low salary	38	8.09
• Lack of recognition/appreciation	10	2.12
• Inadequate compensation/benefits	9	1.91
• Limited opportunities for promotion	8	1.70
V. Preparation Factors		
• Feel unprepared for assignment	7	1.49
• Lack of quality university program	2	0.43
• Uncertified for position	3	0.64

(continued)

Exhibit 3.15 (continued)

Reasons for Wanting to Leave	N	%**
VI. Personal/Change Factors		
A. Family/personal reasons		
• Personal/family/marriage reasons	8	1.70
• Pregnancy/child rearing	5	1.06
• Health problems	4	0.85
B. Retirement	3	0.64
C. Change career		
• Pursue administrative career in education	20	4.26
• General education	2	0.43
• Career outside of education	2	0.43
• Return to school	5	1.06
D. Need a change	10	2.13
VII. Other		
• Programs do not meet students' needs	17	3.62
• Job stress	7	1.49
• Miscellaneous other	20	4.26
VIII. Could Not Determine	21	4.47
Gave No Reasons	***209***	***44.47***

* We have highlighted categories that include at least 15% of MCS' special education teachers.

** Percents total more than 100 because teachers gave multiple responses.

Chapter 4

Influencing Factors Study

This chapter provides a summary and synthesis of the special education teacher interviews conducted for the Influencing Factors Study. The purposes of the study were to: (1) gain a better understanding of the influences of career plans, commitment, and job satisfaction for special education teachers in the MCS; and (2) assist with identifying the questions and response foils for other instruments used in the project. The study's methodology is discussed in Section I, and its findings are presented in Section II. A summary and discussion of the findings are presented in Section III. Referenced exhibits have been placed at the end of the chapter for the convenience of the reader.

I. METHODOLOGY FOR THE INFLUENCING FACTORS STUDY

A. Sample

From the responses to selected job satisfaction and commitment items in the Screening Study questionnaire and various demographic/teaching assignment items, a purposive sample of 81 teachers was chosen as possible participants in this study. These 81 teachers comprised the following three groups of special educators: (1) "stayers" or committed and satisfied special educators who intend to remain in special education teaching in the MCS (n = 27); (2) "leavers" or special educators who are dissatisfied, not committed, and plan to leave special education teaching in the MCS (n = 27); and (3) "undecideds" or special education teachers who are both satisfied and dissatisfied with various aspects of their jobs and are undecided about their career plans (n = 27).

From these teacher groups, a total of 60 (i.e., 20 special educators in each of Groups 1, 2, and 3) teachers were interviewed to gather information regarding experiences that influenced their desire to remain in or leave special education teaching. The interviews were conducted by two graduate assistants who had participated in previous qualitative research studies, completed university coursework in qualitative research, and attended training sessions on qualitative interviewing techniques.

B. Interviews

A standardized open-ended interview guide (see Attachment B) was used to structure each interview and minimize variation in the major questions posed to interviewees. The interview guide contained questions that focussed on identifying the events, problems, experiences, and perceptions that influence special educators' commitment to and desire to stay in or leave special education teaching. A total of sixteen practice interviews were conducted with special education teachers in Virginia prior to finalizing the interview guide.

Although the basic interview questions were the same across interviews, interviewers probed when it was appropriate to explore certain subjects in greater depth. In addition to taking careful, detailed hand-written notes, all interviews were tape recorded.

The 60 teacher interviews were conducted over a two-week period in March 1992. Each interview was held at a site selected by the interviewee (e.g., the interviewee's school, a conference room on the MSU campus, or a conference room at the interviewers' hotel) and ranged in duration from 40 minutes to 2 hours and 25 minutes, with a mean of 63 minutes.

C. Analyses

Analyses involved the reduction, display, and interpretation of the interview data. During data reduction, each tape recorded interview was carefully reviewed and key responses to each question were written into a summary report for each interview. These 60 summaries were then analyzed for recurring topics for each question asked. From these topics, a categorical coding scheme was developed.

Interviewees' individual responses were then analyzed using the coding scheme, and categories and sub-categories of responses were identified. Once the categories and sub-categories were developed, patterns of responses were displayed in tables to help identify similarities and differences between the teacher groups.

To assess differences in mean commitment and job satisfaction scores across the stayer, leaver, and undecided groups, two analyses of variance were completed. Statistically significant differences were found between groups for commitment (F = 162.03, df = 2, p = .0001) and job satisfaction (F = 17.30, df = 2, p = .0001). Student-Newman-Keuls comparisons revealed that all three teacher groups were significantly different from each other on both commitment and job satisfaction. Stayers had significantly higher job commitment and satisfaction than leavers and undecideds. On the other hand, leavers had significantly lower commitment and job satisfaction than the other two teacher groups.

II. FINDINGS

This section contains findings based on analyses of the teacher interviews. These results are organized by topics which correspond to the actual interview questions and include demographic characteristics of the interviewees, how interviewees became special education teachers, factors influencing interviewees' plans to stay in or leave the MCS, interviewees' future career plans, interviewees' desired teaching position, and actions that the MCS could take to make teachers want to stay. The findings are presented for each teacher group by question, and patterns that emerged from the data are discussed across groups. Verbatim comments from the interviewees are included to support and illustrate the themes.

A. Demographic Characteristics of Interviewees

Exhibits 4.1, 4.2, and 4.3 contain the following information for interviewees: gender, race, age, marital status, number of children, teaching assignment, area of disability taught, grade level, and teaching experience. The information is presented by the three teacher groups and for the three groups combined.

The interviewees consisted of 5 males and 55 females. Their average age was 41, and they had an average of 12 years special education teaching experience with an average of 3 years other teaching experience. The race of the interviewees included 23 African-Americans and 37 European-Americans. The majority of both leavers (n = 14; 70%) and undecideds (n = 13; 65%)

were married. However, only 35% of the stayers (n = 7) were married. Approximately half of the interviewees (n = 32; 53%) had either one or two children.

More interviewees taught at the elementary level (n = 27; 45%) than at the junior high and senior high levels combined (n = 22; 36%). Four of the interviewees taught preschool and nine worked with students with disabilities at a special school. Approximately half of the interviewees (n = 31; 52%) indicated that they taught in multi-categorical classrooms containing students with a variety of disabilities. The majority of the interviewees also taught in either self-contained (n = 21; 35%) or resource (n = 23; 38%) settings.

B. How Interviewees Became Special Education Teachers

One of the first questions asked of all the interviewees was: "Tell me how you became a special education teacher." An overview of the four major categories of reasons interviewees provided for becoming special education teachers is presented in Exhibit 4.4. These factors included exposure to special needs populations, attraction to special education teaching, incentives, and influenced by others in education. Some interviewees' responses (n = 13) indicated that they became special educators because they were attracted to teaching in general (e.g., desired to become a teacher, liked working with children, liked school hours). These responses were not included in Exhibit 4.4 as they did not provide the reader with reasons on why interviewees specifically chose special education teaching as a career. Stayers (n = 15; 75%), leavers (n = 13; 65%), and undecideds (n = 10; 50%) identified exposure to special needs populations as the factor which most influenced their decision to become special education teachers. For stayers (n = 8; 40%) and leavers (n = 10; 50%), attraction to special education teaching was the second most important reason for becoming a special educator, while undecideds (n = 6; 30%) less frequently mentioned attraction to special education teaching as a reason for becoming a special educator. Incentives (n = 7; 35%) and influenced by others in education (n = 7; 35%) were identified by undecideds as the second most important reason for choosing special education teaching as a career. Approximately twice as many leavers and undecideds mentioned incentives and influenced by others in education as a reason for becoming a special education teacher than stayers.

1. Exposure to Special Needs Populations

As indicated above, all three teacher groups more often mentioned exposure to special needs populations as a reason for becoming a special education teacher than any other factor. Two aspects of exposure to special needs populations included exposure to individuals with disabilities and informational exposure (see Exhibit 4.5). More teachers indicated exposure to persons with disabilities as influencing their career decisions to become special educators than informational exposure. Stayers and leavers reported exposure to students with disabilities through previous work experiences. One stayer commented:

> "While teaching English, I became fascinated that some of the students' minds didn't work the way that others did.
>
> I didn't like to see students get behind academically so I decided to work solely with disabled students."

Having family members who were had disabilities provided undecideds with exposure to the needs of people with disabilities. As one teacher recalled, "I had an uncle with Down Syndrome. Because disabilities had been an ever present part of my life, I decided to become a special education teacher."

2. Attraction to Special Education Teaching

Attraction to special education teaching (e.g., attracted to aspects of special education teaching, wanted to work with special needs students, felt there was a need for special educators, desired to become a special educator, felt they would be competent as a special educator) was also identified by teachers as a reason for becoming special educators. Most interviewees indicated that they were attracted to various aspects of special education teaching including small grouping of students, flexibility, and one-to-one instruction.

Others were attracted to special education teaching because of their belief that there was a need for special educators and their desire to work with special needs children. For example, one interviewee commented that she "had always had a compassion for children and wanted to help children who were not so called 'normal'." Similarly, another leaver stated that she "wanted to help children with shortcomings. . . .who were the underdogs. . . These children had a special place in my heart."

3. Incentives

Various incentives (e.g., job availability, grants) were also given by interviewees as reasons for becoming special education teachers. More interviewees indicated job availability as contributing to their choice of special education teaching as a career than any other incentive. For example, one teacher explained that when he first entered the job market, there were no jobs available in his college major and thus, he decided to become a special education teacher. Likewise, another interviewee decided to major in special education because there was an oversupply of general educators.

4. Influenced by Others in Education

Finally, interviewees indicated that others in education (e.g., teachers/professors, family, friends) influenced their decisions to become special educators. Influenced by school teachers and college professors were most frequently mentioned as reasons for becoming special education teachers. However, only leavers indicated that having both friends and family who were educators contributed to their decisions to become special education teachers.

C. Factors Influencing Interviewees' Career Plans in the MCS

Both stayers and undecideds were asked, "What are your primary reasons for wanting to remain in special education teaching in the MCS?" Conversely, leavers and undecideds were asked "What are your primary reasons for wanting to leave special education teaching in the MCS?" As indicated in Exhibit 4.6, six major categories emerged from interviewees' responses to reasons for wanting to remain in and leave special education teaching. These included: support, work assignment, intrinsic rewards, extrinsic rewards, preparation factors, personal/change factors, and other. The category, "other", contains items that were mentioned by few interviewees and did not constitute a separate category or sub-category. Some responses were unclear in meaning and were classified as "could not determine."

Most of the overall factors were common to both plans to remain in and leave special education teaching in the MCS. For example, support (i.e., administrative, colleague, parent) was a factor that positively and negatively influenced teachers' career plans. Aspects of administrative support such as providing assistance to teachers and treating teachers like professionals were reasons interviewees gave for wanting to *remain* in special education teaching. On the other hand, interviewees indicated not receiving administrative assistance and not being treated like a professional as reasons for *leaving*.

For stayers (S) and undecideds (U), support (S, n = 17, 85%; U, n = 15, 75%) and intrinsic rewards (S, n = 15, 75%; U, n = 15, 75%) were mentioned more often as reasons for wanting to *remain* in special education teaching in the MCS than the other four factors. Furthermore, administrative (S, n = 13, 65%; U, n = 12, 60%) and colleague support (S, n = 12, 60%; U, n = 14, 70%) were given by stayers and undecideds as reasons for wanting to *remain* far more often than parent (S, n = 2, 10%; U, n = 3, 15%) support. Both stayers and undecideds also revealed work assignment factors (i.e., school factors, teachers' roles/responsibilities, resources) (S, n = 15, 75%; U, n = 11, 55%) and extrinsic rewards (S, n = 3, 15%; U, n = 3, 15%) as reasons to remain in special education teaching in the MCS. Only one (5%) stayer mentioned preparation factors as influencing their career intentions.

Two factors, work assignment and support, were mentioned by at least 70% of the teachers as reasons for wanting to *leave* special education teaching in the MCS. Leavers (n = 17, 85%) and undecideds (n = 15, 75%) identified work assignment factors as most important to their plans to leave special education teaching in the MCS. Similarly, support was an important reason for leaving for both leavers (n = 17, 85%) and undecideds (n = 15, 70%). However, lack of intrinsic and extrinsic rewards, were mentioned infrequently as reasons for wanting to leave (leavers, n=2, 10%; undecideds, n=1, 5%).

Intrinsic rewards were important to teachers' plans to remain in special education teaching in the MCS, whereas extrinsic rewards were indicated as reasons for leaving the MCS. Few teachers identified preparation factors as influencing their intentions to stay or leave. Personal/change factors were only mentioned as reasons for wanting to leave special education teaching in the MCS.

1. **Reasons for Staying**

A detailed summary of specific reasons for wanting to remain in special education teaching in the MCS is provided in Exhibit 4.7. This table is organized by the same factors that are presented in Exhibit 4.6. The bullets (•) in Exhibit 4.7 represent teacher examples of each of the major categories, and the teacher group who provided the example is indicated by an "x".

This section provides an overview of the major patterns that emerged from the stayers' and undecideds' reasons for leaving. Specific examples of the reasons for wanting to remain in special education teaching in the MCS and direct teacher quotes are provided to illustrate the findings.

(a) **Support**

As indicated above, administrative and colleague support were given as reasons for wanting to remain in special education teaching in the MCS far more often than parent support. Aspects of administrative support included providing assistance to teachers, establishing and maintaining an effective communication system, treating teachers like professionals, demonstrating an interest in teachers and students, and facilitating staff development. Providing assistance to teachers was mentioned as a reason for staying in the MCS more than any other aspect of administrative support.

Interviewees suggested that administrators can provide assistance to teachers in a variety of ways. For example, when discussing how administrators help obtain appropriate programming and services for students, one stayer explained:

> "I had eight reading groups in my class because of the wide range of my students' abilities. My special education supervisor placed some of my students in another program to make my class more homogeneous."

Some stayers and undecideds indicated that administrators helped them by obtaining resources such as instructional materials and equipment. One stayer remarked that her principal had provided her with additional instructional supplies such as pencils, paper, and crayons. "My principal told me to ask him if there was anything that I needed. . . . Just let him know. . . . It's nice to get what you need," commented this teacher. Similarly, an undecided stated that her "principal will do anything for you. No matter what I want for my class, he'll get it for me." Another stayer explained that she even had access to all of the general education teachers' materials and that "it didn't matter if I'm a special education teacher."

Colleague support was another dimension of support identified by stayers and undecideds as important to their plans to remain in special education teaching in the MCS and included support from general education teachers as well as special education teachers. Providing assistance to teachers, demonstrating/communicating respect and interest in special education teacher, and helping students with disabilities be successful within their classrooms were aspects of colleague support that influenced these teachers' career plans. Stayers and undecideds identified providing assistance to teachers as the aspect of colleague support that most influenced their plans to stay. Helping teachers with student discipline problems, with instructional strategies and resources, and with obtaining services for students with disabilities were examples of how colleagues assisted these teachers. As one stayer commented:

> "I have a good working relationship with the other special education teachers. We are able to discuss children and resolve problems. One of my colleagues even helped me get glasses for one of my students."

Few stayers and undecideds identified parent support as a reason for wanting to stay in the MCS. Cooperating and maintaining open communication with the teacher were ways in which parents were supportive of stayers and undecideds.

(b) Intrinsic Rewards

Intrinsic rewards were also identified by stayers and undecideds as influencing their plans to remain in special education teaching in the MCS. Enjoys helping students succeed and progress was mentioned more frequently than any other intrinsic reward. One stayer expressed her satisfaction over being able to help her students by saying, ". . . Because I am able to help my students, I feel like this is where I belong. . . . I know that I'm doing something wonderful." One teacher who plans to remain in special education teaching stated, "I believe that I have had input into their (students') lives by helping them find what they're good at. . . . They have a difficult road ahead of them. I like to win them all!" Similarly, an undecided remarked that she felt "encouraged that I'm making a difference with my students, and that's what it's all about."

Other interviewees indicated that they received "internal gratification" from their jobs. "It (the job) is self-fulfilling for me, and I push myself to help students succeed," said one stayer. Another stayer remarked, "Special education fulfills my needs. Teaching special education makes me feel better. . . . Maybe I'm influencing a life." Some stayers revealed that they enjoyed the challenge of teaching special education. As one teacher explained, "It is a challenge to improve that child- to take the child from inside this world (the school) to the outside world (the community)."

(c) Work Assignment

Work assignment factors such as teachers' roles/responsibilities, school factors, and resources were given as reasons for wanting to stay by both stayers and undecideds. School factors (e.g., likes school location, likes work hours, has adequate facilities, likes students) were identified by stayers and undecideds as the work assignment factor which most influenced their career plans.

2. Reasons for Leaving

A detailed summary of specific reasons for wanting to leave special education teaching in the MCS is provided in Exhibit 4.8. This table is organized by the same factors that are presented in Exhibit 4.6. The bullets (•) in Exhibit 4.8 represent teacher examples of each of the major categories, and the teacher group who provided the example is indicated by an "x".

This section provides a brief overview of the major patterns that emerged from the leavers' and undecideds' reasons for leaving. Specific examples of the reasons teachers gave for wanting to leave special education teaching in the MCS and direct teacher quotes are provided to illustrate the findings.

(a) Work Assignment

Leavers and undecideds identified work assignment as a reason for wanting to leave more often than any other factor. Work assignment included roles/responsibilities and resource and school factors. Problems related to teachers' roles/responsibilities (e.g., paperwork, lack of time, class size/caseload, class mix, non-teaching duties) were more often mentioned as a reason for wanting to leave special education teaching in the MCS than any other work assignment factor.

Paperwork was mentioned most often by leavers and undecideds as being a problematic "responsibility." Some interviewees felt that much of the paperwork they completed was useless and too time consuming. As one undecided commented, "Some of the paperwork is just a mindless task, and I resent it. . . . No one ever says why it is necessary. It is an irritation to me." Another undecided said in exasperation, "There are 9 million things to fill out. It's just absolutely unbearable. At the end of the school year, you are almost dead from it." Similarly, one leaver stated, "Record keeping has overtaken us (special education teachers)! I have to teach plus be a secretary and keep records."

Other leavers and undecideds expressed concern that paperwork was interfering with their teaching. One undecided described trying to balance teaching and paperwork as a "juggling match." "It's like a three ring circus. . . . Some teachers give their students easy work so that they can do their paperwork, but I won't do that," remarked another teacher who was undecided about her career plans. "You are filling out all of these forms and then trying to teach." A veteran special education teacher commented that "paperwork seems to be more important than my teaching. This makes me feel burned out and makes me want to leave. I don't want to be full of regrets later in teaching." Similarly, one leaver stated that "paperwork takes priority over my teaching. . . . Paperwork seems to be more important than the children."

Other teachers identified class size, caseload, and class mix as reasons for wanting to leave special education teaching. For example, one undecided described how large class sizes affected her ability to "serve the needs" of her students: "Because I have so many students in my classes, I feel spread too thin. I leave school everyday with the feeling that I didn't get to every kid." One concerned leaver remarked:

> "Administrators are putting in more and more students. It's hard to watch children not making progress because we can't teach the way we used to (when classes were smaller). . . . I've seen teachers break their back trying to give students what they were given before. We, the teachers, feel guilty for it and put the blame on ourselves."

Having classes with multiple age ranges, ability levels, and disability areas was also problematic for leavers and undecideds. "Having all different types of handicaps in one setting is deplorable," stated one leaver. "Teaching becomes an impossible task." As one undecided explained, "I have a potpourri of anything and everything that comes along. Just where there's a slot or a place to stick them in--that's where they're placed."

Resource problems such as inadequate instructional materials/equipment and lack of personnel was another aspect of work assignment that leavers and undecideds indicated as a reason for wanting to leave special education teaching in the MCS. Teachers were especially concerned about the inadequacy of the $50.00 annual allotment they received for purchasing instructional materials. As one undecided commented:

> "I spend $50.00 in two weeks just on paper and pencils. I get frustrated because they expect us to individualize instruction, but they don't provide us with the necessary materials."

Because the amount of money allotted for instructional materials was not sufficient, some leavers and undecideds had to spend their own money to purchase supplies and materials. One teacher who plans to leave special education teaching remarked, "I have to spend a lot of money out of my own pocket because $50.00 doesn't go a long way." Similarly, one undecided explained, "I spend approximately $300.00 annually of my own money for materials. What other choice do I have? I have to have the tools to do what I need to do."

(b) Support

Lack of administrative support was mentioned more often by leavers and undecideds as a reason for wanting to leave than colleague or parent support. There were several ways in which leavers and undecideds indicated that administrators were not supportive of them including not providing assistance to teachers, not establishing and maintaining an effective communication system, not facilitating staff development, and not treating teachers like professionals.

Not providing assistance to teachers was mentioned frequently as a reason for wanting to leave. For example, not helping teachers obtain appropriate programming and services for their students was an important aspect of administrative assistance that was lacking for leavers and undecideds. "I have many students that are inappropriately placed in my classroom," explained one teacher who plans to leave special education teaching. "My program has become a dumping ground! I'm not respected as a professional--I'm just a classroom to put people in and that is it."

Lack of collegial support was also mentioned by leavers and undecideds as a reason for wanting to leave special education teaching in the MCS. Aspects of colleague support that contributed to teachers' desire to leave included not helping special education students be successful within their classrooms, not demonstrating/communicating an understanding of special education, and not providing assistance to the special education teacher. For example, some interviewees indicated that special education teachers are "looked down upon" by colleagues and "considered second-class citizens." One leaver added:

> "Regular educators resent special education teachers because of our small caseloads--they think we have a lot of free time. I had one regular education teacher tell me that when she died and was reincarnated, she wanted to come back as a special education teacher because we have it so easy!"

Few leavers and undecideds mentioned lack of parent support as a reason for leaving. Examples of lack of parent support for leavers and undecideds included not being actively involved in their child's education and not communicating with the teacher.

(c) Extrinsic Rewards

Extrinsic rewards (e.g., inadequate salaries, accrued investments) were also identified as reasons for wanting to leave special education teaching in the MCS. Leavers and undecideds more often indicated salaries as a reason for wanting to leave than any other extrinsic reward. Interviewees felt dissatisfied with their salaries because they were too low and were not commensurate with a special educator's job responsibilities. As one undecided explained:

> "We (special educators) do more than other teachers and should be compensated for our extra work. We must do everything that regular education teachers must do plus extras."

Another undecided stated that salary had become an issue for her because "of what I have to put up with. . . . This is not an eight hour job."

(d) Intrinsic Rewards

Few leavers and undecideds mentioned intrinsic rewards (e.g., is unable to help students, lack of satisfaction) as reasons for wanting to leave special education teaching in the MCS. Inability to help students was identified by more leavers and undecideds as affecting their career plans than any other intrinsic reward. "It is pointless to work with students because nothing you do seems to make a difference," commented one leaver in exasperation. "Even if I see students progress in my classroom, it seems futile. The little progress they make won't have any lasting change for them anyway."

(e) Personal/Change Factors

Personal/change factors were also identified by few leavers and undecideds as a reason for wanting to leave special education teaching in the MCS and included needing a change and family reasons. "Needing a change from this teaching position" was mentioned most by leavers and undecideds as affecting their career plans. For example, these teachers expressed desires to pursue an administrative position within the MCS or to transfer to a regular education teaching position.

(f) Preparation Factors

Lack of preparation was cited by few leavers and undecideds as a reason for wanting to leave special education teaching in the MCS. Not feeling adequately trained to teach and not feeling adequately trained to work with parents from different cultures were ways in which leavers and undecideds felt unprepared for their jobs. As one leaver explained, "I don't feel comfortable in my current position. I wasn't adequately trained to teach young children. I don't even know how to teach them to read."

D. Interviewees' Future Career Plans

Another question that was asked of all the interviewees was: "Tell me about your future career plans." Interviewees were asked to indicate their career plans for five and ten years from the time of the interview. Therefore, some interviewees gave a number of varied responses. All of these responses are presented in Exhibit 4.9 (Interviewees' Future Career Plans). Although interviewees had previously indicated specific intentions related to their current teaching assignment, this question addressed a broader, wider spectrum of interviewees' future career plans.

1. Remain in Education

Exhibit 4.9 provides an analysis of interviewees' future career plans. All three teacher groups more often indicated that they planned to remain in education than leave education or were unsure of career plans. Teachers' plans to remain in education included remaining in teaching, transferring to an administrative position, and working in education (non-specified). Not only did most teachers plan to remain in education but in special education teaching as well.

2. Leave Education

Approximately one fourth of the interviewees expressed intentions to seek non-education related careers. Those teachers who plan to leave education typically plan to pursue a job in a non-education related field, remain at home, or retire. For example, one leaver stated that she wanted to go into the "business field" where "she would have more control over her situation." An undecided remarked that she simply wanted to be in a "professional setting where people that I work with understand me, where the pay is better, and where I can work at my own pace."

3. Unsure of Career Plans

Only two of the interviewees' responses indicated that they were unsure about their career plans. One leaver and one undecided revealed some indecision about their career plans.

E. Interviewees' Desired Teaching Position

Another question asked of all interviewees was: "If you could have any teaching position, what position would it be? For what reasons?" As indicated in Exhibit 4.10, three major categories emerged from interviewees' responses to their choice of teaching position. They included current teaching position, transfer to another teaching position, and no teaching position.

Both stayers (n = 17; 85%) and undecideds (n = 13; 65%) more often mentioned their current teaching position as their choice position than any other teaching position. As expected, only seven (35%) leavers chose their current teaching position as their choice of teaching position. On the other hand, leavers (n = 9; 45%) mentioned transferring to another teaching position most frequently as their choice of teaching position, while stayers (n = 3; 15%) and undecideds (n = 9; 45%) less frequently mentioned transferring to another teaching position as their choice of teaching position. Leavers (n = 4; 20%) were the only interviewees who indicated that, at this time, there was no teaching position that appealed to them.

1. Current Teaching Position

As indicated above, most interviewees revealed that their choice of teaching position was their current teaching position. Statements such as "my ideal teaching position is the one I have now" and "I would really love to stay here in this position. . . . I would not change" indicated that stayers were very satisfied with and committed to their current teaching positions.

Some undecideds and leavers suggested that they preferred their current teaching positions with improved working conditions. Smaller caseloads, less paperwork, adequate materials, and higher salaries were suggestions that undecideds and leavers provided for improving their current working conditions.

2. Transfer to Another Teaching Position

Some of the interviewees revealed a desire to transfer to another teaching position (e.g., general education teaching, special education teaching, teaching outside the public schools). Some interviewees felt that teaching regular education would be less "stressful". As one undecided expressed:

> "My first love is special education teaching. The students progress at a faster rate, and I wouldn't have to repeat lessons so many times. It takes a lot of patience to teach special education."

3. No Teaching Position

A few of the leavers indicated that, at this time, there was no teaching position that appealed to them. One teacher who plans to leave special education teaching in the MCS concluded her interview by saying, "There is not an ideal teaching situation for me at this time."

F. Actions That the MCS Could Take to Make Teachers Want to Stay

This section provides a synthesis of leavers' and undecideds' responses to actions that the MCS could take to make them want to remain in special education teaching. An overview of the actions is presented in Exhibit 4.11 to assist the reader in identifying the number of teachers who gave responses within a particular category. The major categories of responses to actions that would make special educators want to stay include work assignment, administrative support, and extrinsic rewards.

Most of the leavers recommendations for improvements were found in the categories, work assignment (n = 12; 60%) and administrative support (n = 13; 65%). For undecideds, more teachers mentioned work assignment (n = 17; 85%) as an area needing improvement than administrative support (n = 12; 60%). Extrinsic rewards were mentioned less frequently by leavers (n = 6; 30%) and undecideds (n = 7; 35%) as an area in which the MCS could take actions.

1. Work Assignment

Overall, leavers and undecideds more often mentioned improvements in work assignment (e.g., teachers roles/responsibilities, resources, school factors) than any other area as actions that the MCS could take to make them want to remain. For example, leavers and undecideds indicated such responsibilities as paperwork, class size, and caseload as areas needing improvement (see Exhibit 4.12). Reducing excess paperwork and providing clerical help for paperwork were mentioned more often by teachers as strategies that the MCS could implement to improve the paperwork burden for special educators. To help reduce large class sizes and large caseloads, leavers and undecideds recommended that the MCS reduce the number of students per class and establish guidelines for maximum class size and caseload.

Resource problems were another aspect of work conditions that leavers and undecideds felt could be improved upon. To help reduce the inadequacy of instructional materials, leavers and undecideds most often suggested that the MCS increase teachers' annual allotment for instructional materials and provide special educators with the resources to meet their needs. Provide full-time assistants for special education teachers, hire competent administrators at all levels, and establish a parent liaison position were actions identified by both teacher groups that the MCS could take to alleviate personnel resource problems.

Finally, there were several recommendations that leavers and undecideds provided for coping with school-related problems. These recommendations included providing special educators with adequate classroom space and renovating school facilities and grounds.

2. **Administrative Support**

Leavers and undecideds recommended that greater administrative support be provided to special educators. For example, teachers recommended hiring knowledgeable and adequately trained supervisors and providing immediate responses to teachers' concerns as ways to establish and maintain an effective communication system. To facilitate staff development, leavers and undecideds suggested that administrators conduct inservices that meet special educators' needs and provide inservices for school principals and general education teachers that explain the special educator's roles and responsibilities.

3. **Extrinsic Rewards**

The only aspect of rewards in which leavers and undecideds identified actions that the MCS could take to make them want to remain in special education teaching was extrinsic rewards, specifically salary. Leavers and undecideds made several suggestions regarding teacher salaries including provide salary incentives for special educators, increase teachers' salaries, and provide options for teachers to work extra hours.

4. **No Actions**

There were some interviewees (n = 4; 20%) who indicated that there were was nothing that the MCS could do to make them stay in special education teaching. All of these respondents were special educators who were planning to leave their special education teaching positions.

III. SUMMARY AND DISCUSSION

The primary purpose of the Influencing Factors Study was to gain a better understanding of the influences of special education teachers' career plans, commitment, and job satisfaction. This section contains a summary and discussion of the study's findings and implications for strategic planning.

A. Summary of Findings

1. How Interviewees Became Special Education Teachers

Interviewees identified exposure to special needs populations as a reason for becoming a special education teacher more than any other factor. Furthermore, interviewees indicated that their exposure to persons with disabilities more often affected their decision to become special educators than informational exposure (e.g., special education college courses, special education textbooks). Incentives and influenced by others in education were mentioned by few interviewees as reasons for becoming special educators.

2. Factors Influencing Interviewees' Career Plans in the MCS

The findings from this study suggest that six overall factors influence teachers' career plans in the MCS. These include support (i.e., administrative, colleague, parent), work assignment (i.e., school, teachers' roles/responsibilities, resources), intrinsic rewards, extrinsic rewards, preparation factors, and personal/change factors. The first three factors are clearly work-related and account for most of the respondents' reasons for staying in and leaving special education teaching in the MCS.

These work-related reasons for staying/leaving include both positive and negative aspects of teachers' experiences in the MCS. For example, administrative support was given as a reason for both desiring to stay in and leave special education. Positive aspects of administrative support (e.g., receiving assistance, administrator availability) were given as reasons for staying, while problems with administrators (e.g., lack of availability and assistance) were given as reasons for leaving.

The rankings of the factors suggest that some are more important to stayers, while others are more important to leavers. Support was mentioned as a reason for staying by interviewees more than any other factor. The next most important reason for staying was intrinsic rewards, followed by work assignment and extrinsic rewards. Reasons for leaving clustered around two major factors, work assignment and support. The other four factors were mentioned by relatively small percentages of leavers/undecideds.

At least 70% of all three teacher groups gave support as important to their plans to stay or leave. Although administrative support was mentioned as a reason for leaving far more frequently than colleague or parent support, colleague and administrative support were mentioned almost equally as reasons for staying. It is interesting to note that teachers who intend to leave special education teaching indicated that they received less support from central office level administrators than they did from their principals.

Work assignment was another dominant factor influencing plans to stay and leave. Almost every leaver and undecided indicated problems with work assignment (e.g., teachers' roles/responsibilities, school factors, and resources) as reasons for leaving. Leavers and undecideds expressed the most concern over such teacher role/responsibilities as paperwork, lack of time, class size/caseload, class mix, and non-teaching duties. For stayers, school factors were mentioned more often than any other work assignment factor.

Other factors that interviewees identified as affecting their decisions to stay and leave were intrinsic and extrinsic rewards. Various intrinsic rewards were more often mentioned as reasons for staying than extrinsic rewards, whereas extrinsic rewards contributed more to teachers' decisions to leave.

3. Interviewees' Future Career Plans

The majority of the interviewees' responses indicated that they planned to remain in education with most planning to remain in teaching as well (but not necessarily in the MCS). Almost all of those planning to leave education were leavers or undecideds. Only two of the interviewees (i.e., one leaver and one undecided) revealed indecision about their career plans.

4. Interviewees' Desired Teaching Position

Almost all of the interviewees' responses indicated their current teaching position or a transfer to another teaching position as their desired teaching position. Some interviewees mentioned that they would choose their current teaching position only if improvements were made in their work conditions (e.g., smaller caseloads, adequate materials). Leavers were the only interviewees who indicated that, at the time of the interview, there was no teaching position that appealed to them.

B. Discussion of Findings

Past teacher attrition/retention studies primarily used forced-item surveys and questionnaires to identify factors contributing to special educators' career decisions. This study differs from previous research in that it provides an examination of factors influencing special educators' decisions to remain in and leave special education teaching from the teachers' perspective. This study also builds on previous research findings by elaborating and further defining a variety of attrition factors such as paperwork and administrative support.

According to interviewees, many different aspects of work influence their career plans. Many of the teachers cited multiple work-related problems. Clearly, many of the factors identified in this study are interrelated. Lack of administrative support likely leads to inadequate working conditions. Both lack of support and undesirable work circumstances reduce the effectiveness and satisfaction teachers' experience.

Teachers' roles/responsibilities, especially paperwork, are problematic for the teachers interviewed. Not only did leavers and undecideds report paperwork to be excessive and repetitious, they also indicate that it interferes with their teaching. This led to feelings of ineffectiveness as many teachers had to choose between providing instruction to their students and completing paperwork. The work assignment factors identified by interviewees have also been given as attrition factors in a number of previous studies (Billingsley & Cross, 1991; Billingsley, Bodkins, & Hendricks, 1992; Dangel, Bunch, & Coopman, 1987; Lawrenson & McKinnon, 1982; Platt & Olson, 1990).

Another key variable related to both plans to stay in and leave the MCS is support, particularly the administrative support. Lack of administrative support has been related to attrition and plans to leave in previous studies (see Billingsley & Cross, 1991, 1992; Lawrenson & McKinnon, 1982; Metzke, 1988; Platt & Olson, 1990).

The global measures of administrative support used in previous studies "make it difficult to assess which specific aspects of support are important to retention/attrition" (Billingsley, 1993, p. 25). This interview study extends previous findings by defining the specific aspects of support associated with plans to stay (e.g., helps obtain appropriate services for students, assists with discipline) and leave (e.g., does not help obtain needed resources or assist with conflicts) special education teaching. The specific aspects of support defined in this study should help administrators assess and improve the support they provide.

The satisfaction and intrinsic rewards associated with working with students were primary reasons for wanting to remain in special education teaching. Although intrinsic rewards were not often given as reasons for leaving, some interviewees mentioned that slow student progress caused them to feel ineffective as teachers and made them want to leave special education teaching. Previous research studies have also found that student-related factors associated with intrinsic rewards can contribute to special education teacher attrition (Billingsley & Cross, 1991) and job dissatisfaction (Pezzei & Oratio, 1991).

Clearly, the factors identified by interviewees as reasons for staying in and leaving special education teaching may not be complete. For example, there are likely other factors contributing to leavers' and undecideds' plans to leave that were not mentioned by interviewees. It could be that teachers are more likely to identify work-related problems (e.g., work assignment, support, intrinsic rewards, extrinsic rewards) as influencing their decisions to leave than examine any of their own shortcomings that might threaten their self-esteem (Billingsley, 1993). For example, teachers may indicate large class sizes as a reason for leaving. Instead, it could be that the teacher has inadequate classroom management skills. Interestingly, past research studies do not consider teacher effectiveness as a possible contributor to attrition (Billingsley, 1993). Further, some stayers may remain primarily because they have few other options; however, citing positive aspects of teaching may be perceived as more acceptable.

C. Implications for Strategic Planning

The following findings should be considered in developing a strategic plan to improve the job satisfaction, commitment, and retention of special educators in the MCS. However, please note these findings are based on extreme groups (satisfied versus dissatisfied) rather than a random sample of teachers. Data from other MCS studies as well as additional sources (e.g., exiter study, committee members' expertise, professional literature) should be considered.

1. Attention to the work-related problems of leavers/undecideds are particularly important to prevent attrition among these at-risk teachers. Attending to assignment and support factors is likely to be the most productive strategy for dealing with the concerns of this group.

2. The detailed examples provided in Exhibits 4.7 and 4.8 provide numerous ideas for improving work conditions in the MCS and reinforcing positive practices already in place. Fortunately, many factors such as work assignment and support are within the school district's control. However, some work-related factors are easier to change than others. For example, administrators can more readily give teachers recognition than change their class sizes or annual allotment for instructional materials.

3. Exhibit 4.12 includes MCS teachers' suggestions for actions that the MCS could take to make them want to stay in special education teaching. The suggestions teachers made were clearly related to their reasons for wanting to leave special education teaching. Some of the teachers indicated that they desired to help make the needed changes. By listening to teachers' concerns and including them in the decisionmaking process, the MCS may positively affect teachers' career decisions and better retain their special education teaching force.

Exhibit 4.1

Demographic Information on Interviewees by Group

Variable	Total (N=60) N	(%)*	Stayers (N=20) N	(%)*	Leavers (N=20) N	(%)*	Undecideds (N=20) N	(%)*
Gender								
Male	5	(8%)	2	(10%)	2	(10%)	1	(5%)
Female	55	(92%)	18	(90%)	18	(90%)	19	(95%)
Race								
African Americans	23	(38%)	11	(55%)	4	(20%)	8	(40%)
European Americans	37	(62%)	9	(45%)	16	(80%)	12	(60%)
Age								
26-30	8	(13%)	2	(10%)	2	(10%)	4	(20%)
31-35	17	(28%)	5	(25%)	7	(35%)	5	(25%)
36-40	6	(10%)	2	(10%)	3	(15%)	1	(5%)
41-45	10	(17%)	3	(15%)	3	(15%)	4	(20%)
46-50	9	(15%)	3	(15%)	4	(20%)	2	(10%
51-55	6	(10%)	2	(10%)	1	(5%)	3	(15%)
56-60	2	(4%)	1	(5%)	0	(0%)	1	(5%)
Over 60	2	(4%)	2	(10%)	0	(0%)	0	(0%)
Marital Status								
Married	34	(57%)	7	(35%)	14	(70%)	13	(65%)
Not Married	26	(43%)	13	(65%)	6	(30%)	7	(35%)
Number of Children								
0	21	(35%)	10	(50%)	6	(30%)	5	(25%)
1-2	32	(53%)	9	(45%)	12	(60%)	11	(55%)
3-4	6	(10%)	1	(5%)	2	(10%)	3	(15%)
More than 4	1	(2%)	0	(0%)	0	(0%)	1	(5%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.2

Teachers' Assignment by Group

Teaching Assignment	Total (N=60) N (%)*	Stayers (N=20) N (%)*	Leavers (N=20) N (%)*	Undecideds (N=20) N (%)*
Service Delivery Model				
Itinerant	6 (10%)	4 (20%)	1 (5%)	1 (5%)
Resource	23 (38%)	7 (35%)	8 (40%)	8 (40%)
Self-contained	21 (35%)	6 (30%)	6 (30%)	9 (45%)
Undetermined	10 (17%)	3 (15%)	5 (25%)	2 (10%)
Teaching Areas				
Blind/Visual Impairments	0 (0%)	0 (0%)	0 (0%)	0 (5%)
Deaf/Hearing Impairments	1 (2%)	1 (5%)	0 (0%)	0 (0%)
Developmentally Delayed	1 (2%)	0 (0%)	0 (0%)	1 (5%)
Emotional Disturbances	2 (3%)	1 (5%)	1 (5%)	0 (0%)
Learning Disabilities	10 (17%)	6 (30%)	2 (11%)	2 (10%)
Mental Retardation	8 (13%)	3 (15%)	5 (26%)	0 (0%)
Multiple Disabilities	31 (52%)	6 (30%)	9 (47%)	16 (80%)
Physical Disabilities	1 (2%)	1 (5%)	0 (0%)	0 (0%)
Speech Impairments	3 (5%)	1 (5%)	2 (11%)	0 (0%)
Undetermined	2 (3%)	1 (5%)	1 (5%)	1 (5%)
Grade Level				
Preschool	4 (7%)	1 (5%)	2 (10%)	1 (5%)
Elementary	27 (45%)	8 (40%)	8 (40%)	9 (45%)
Junior High/Middle School	11 (18%)	3 (15%)	4 (20%)	4 (20%)
Senior High	11 (18%)	4 (20%)	3 (15%)	4 (20%)
Mixed**	9 (15%)	4 (20%)	3 (15%)	2 (10%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

** This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

Exhibit 4.3

Teaching Experience by Group

Variable	Total Mean	Total SD	Stayers Mean	Stayers SD	Leavers Mean	Leavers SD	Undecideds Mean	Undecideds SD
Years of Special Education Teaching Experience								
Total Special Education Teaching Experience	12.00	7.46	12.00	7.46	11.90	6.03	11.75	5.15
In Memphis City Schools	10.85	7.64	10.85	7.64	7.75	6.28	10.05	5.66
Other Special Education Teaching Experience	1.14	2.02	1.14	2.02	4.17	4.35	1.70	2.83
Years of Other Teaching Experience								
Total Other Teaching Experience	2.68	6.06	2.68	6.06	0.60	1.05	1.35	2.74
In Memphis City Schools	0.58	2.29	0.58	2.29	0.05	0.22	1.24	2.77
Other Teaching Experience	2.11	5.82	2.11	5.82	0.55	1.05	0.11	0.32

Exhibit 4.6

Overview of Reasons for Becoming Special Education Teachers

		Total (N=60)		Stayers (N=20)		Leavers (N=20)		Undecideds (N=20)	
	Reasons	N	(%)*	N	(%)*	N	(%)*	N	(%)*
I.	Exposure to special needs populations	38	(63%)	15	(75%)	13	(65%)	10	(50%)
II.	Attraction to special education teaching	24	(40%)	8	(40%)	10	(50%)	6	(30%)
III.	Incentives	16	(27%)	3	(15%)	6	(30%)	7	(35%)
IV.	Influenced by others in education	14	(23%)	2	(10%)	4	(20%)	7	(35%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.5

Reasons for Becoming Special Education Teachers

Reasons	Total (N=60) N (%)*	Stayers (N=20) N (%)*	Leavers (N=20) N (%)*	Undecideds (N=20) N (%)*
I. Exposure to Special Needs Populations				
A. Exposure to Disabled Persons				
1. Contact with disabled persons through previous work	15 (25%)	5 (25%)	9 (45%)	1 (5%)
2. Had a family member who was disabled	7 (12%)	1 (5%)	2 (10%)	4 (20%)
3. Exposed to disabled persons within church/community	4 (7%)	3 (15%)	0 (0%)	1 (5%)
4. Had friends who were disabled	2 (3%)	2 (10%)	0 (0%)	0 (0%)
5. Exposed to disabled persons when in school	2 (3%)	1 (5%)	0 (0%)	1 (5%)
6. Had a disability	1 (2%)	0 (0%)	0 (0%)	1 (5%)
B. Informational Exposure				
1. Special education college courses	10 (17%)	6 (30%)	2 (10%)	2 (10%)
2. Special education textbooks	1 (2%)	0 (0%)	0 (0%)	1 (5%)
II. Attraction to Special Education Teaching				
1. Attracted to aspects of special education teaching	12 (20%)	5 (25%)	4 (20%)	3 (15%)
2. Wanted to work with special needs students	10 (17%)	1 (5%)	7 (35%)	2 (10%)
3. Felt there was a need for special educators	4 (7%)	2 (10%)	1 (5%)	1 (5%)
4. Desired to become a special education teacher	2 (3%)	0 (0%)	1 (5%)	1 (5%)
5. Felt they would be competent as a special educator	2 (3%)	0 (0%)	0 (0%)	2 (10%)
III. Incentives				
A. Job Availability	13 (22%)	2 (10%)	5 (25%)	6 (30%)
B. Grants	3 (5%)	2 (10%)	1 (5%)	0 (0%)
C. Other Incentives (e.g., minimal course requirements for special education degree	2 (3%)	1 (5%)	0 (0%)	1 (5%)
IV. Influenced by Others in Education				
A. Teachers/Professors	6 (10%)	0 (0%)	1 (5%)	5 (25%)
B. Family	4 (7%)	2 (10%)	2 (10%)	0 (0%)
C. Friends	4 (7%)	0 (0%)	2 (10%)	2 (10%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.6

Overview of Major Factors Influencing Interviewees' Career Plans

		Reasons for Staying				Reasons for Leaving			
		Stayers (N=20)		Undecideds (N=20)		Leavers (N=20)		Undecideds (N=20)	
	Factors	N	(%)*	N	(%)*	N	(%)*	N	(%)*
I.	Support	17	(85%)	15	(75%)	17	(85%)	14	(70%)
	A. Administrative support	13	(65%)	12	(60%)	14	(70%)	10	(50%)
	B. Colleague Support	12	(60%)	14	(70%)	7	(35%)	6	(30%)
	C. Parent Support	2	(10%)	3	(15%)	5	(25%)	4	(20%)
II.	Work Assignment	15	(75%)	11	(55%)	17	(85%)	15	(75%)
	A. School Factors	15	(75%)	11	(55%)	9	(45%)	3	(15%)
	B. Teachers' Roles/Responsibilities	9	(45%)	6	(30%)	15	(75%)	15	(75%)
	C. Resources	0	(0%)	2	(10%)	10	(50%)	9	(45%)
III.	Intrinsic Rewards	15	(75%)	15	(75%)	2	(10%)	1	(5%)
IV.	Extrinsic Rewards	3	(15%)	3	(15%)	3	(15%)	7	(35%)
V.	Preparation Factors	1	(5%)	0	(0%)	2	(10%)	1	(5%)
VI.	Personal/Change Factors	0	(0%)	0	(0%)	4	(20%)	2	(10%)
VII.	Other	3	(15%)	6	(30%)	8	(40%)	2	(10%)
VIII.	Could Not Determine	1	(5%)	0	(0%)	2	(10%)	1	(5%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

EXHIBIT 4.7

Interview Findings: Reasons for Wanting to Stay In Special Education Teaching In the MCS

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
I. Support			
A. Administrative Support			
1. Provides assistance to teacher			
a. Helps obtain appropriate programming and services for special education students	12 (60%)	4 (20%)	16 (40%)
• attends M-team meetings	x		
• assists with student placement	x	x	
• obtains counseling services for students		x	
• encourages mainstreaming of special education students	x	x	
b. Helps obtain resources	8 (40%)	6 (30%)	14 (35%)
• assists teachers in obtaining instructional materials	x	x	
• gives teachers access to regular education materials	x		
• assists teacher in obtaining instructional equipment		x	
c. Helps with student discipline	6 (30%)	4 (20%)	10 (25%)
• handles discipline problems with preschoolers	x		
• helps students learn appropriate cafeteria and classroom behavior	x		
• establishes effective discipline policies within the school	x		
d. Helps with parent and teacher problems	2 (10%)	4 (20%)	6(15%)
• helps teacher get parents more involved		x	
• helps with racial problems between teachers			x
• helps with teacher problems		x	
2. Establishes and maintains an effective communication system			
a. Demonstrates/communicates knowledge of special education	10(50%)	6 (30%)	16 (40%)
• is knowledgeable about special education policies	x	x	
• explains special education policies	x		
• keeps teachers updated about procedural changes	x	x	
• understands special educator's roles and responsibilities	x	x	

(continued)

Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
• can offer teachers suggestions on instructional strategies to use with students with disabilities	x	x	
• is knowledgeable about student disabilities	x	x	
b. Is accessible to teachers	8 (40%)	2 (10%)	10 (25%)
• sees teacher once every three weeks	x		
• visits teacher's class regularly	x	x	
• returns teacher's calls promptly	x		
• allows teacher to call at home	x		
c. Demonstrates/communicates knowledge about school roles and responsibilities	4 (20%)	0 (0%)	4 (10%)
• keeps teachers informed about district policies	x		
• serves as teacher's liaison to Board	x		
• helps cafeteria aides develop job responsibilities	x		
3. Treats teacher like a professional			
a. Gives teacher input into decision making/autonomy	10 (50%)	8 (40%)	18 (45%)
• lets teacher attempt to solve problems	x		
• allows teacher opportunity to develop her own program	x	x	
• asks teacher for his/her opinion about special education-related issues		x	
• asks teachers to identify school problems and solutions to problems		x	
• lets teachers make decisions about the amount of time students spend in special education		x	
• consults with teacher about ways to discipline students		x	
b. Communicates confidence and respect	7 (35%)	3 (15%)	10 (25%)
• respects teacher's capabilities	x	x	
• trusts teacher with confidential information		x	
• lets teacher leave work early when needed	x	x	
• is fair and treats all employees equally		x	
• has backed teacher when voicing concerns to the Board		x	
4. Demonstrates interest in students and faculty			
a. Demonstrates personal interest in students	9 (45%)	3 (15%)	12 (30%)
• takes time to talk with and listen to students	x		
• shares with students	x		
• tells students that they are "special people"	x		

(continued)

Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
• conveys that students are a top priority	x		
• rewards students for their accomplishments		x	
• counsels children about their home situation		x	
• has helped poor student buy his class ring		x	
b. Demonstrates personal interest in teacher	2 (10%)	2 (10%)	4 (10%)
• talks with teacher about personal problems	x	x	
• shows concern for teacher	x	x	
5. Facilitates staff development			
a. Knowledgeably assists and evaluates teachers	6(30%)	3(15%)	9 (23%)
• gives teachers feedback without making them feel incompetent	x		
• provides feedback to teachers	x	x	
• assists teachers through the evaluation process	x		
b. Provides opportunities for professional growth	2(10%)	3(15%)	5 (13%)
• conducts informative inservices	x		
• provides opportunities for growth	x		
• provides opportunities for leadership responsibilities	x		
B. Colleague Support			
1. Provides assistance to teachers			
a. Helps with student discipline problems	6 (30%)	3 (15%)	9 (23%)
• helps teacher "track down" students when they skip class	x		
b. helps with instructional strategies and resources	5 (25%)	2 (10%)	7 (18%)
• assists teacher with instructional modules and projects	x		
• exchanges instructional ideas with teacher	x		
• shares instructional materials with teacher	x		
• tells teacher instructional skills to work on with students	x		
c. Helps obtain needed services for students with disabilities	2 (10%)	2 (10%)	4 (10%)
• helped teacher get glasses for a student	x		
• quickly tests students who are referred	x		

(continued)

Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
d. Other	4 (20%)	3 (15%)	7 (18%)
• sends students to teacher on time	x		
• tells teacher when students will not be attending class	x		
• helps with teacher's evaluation	x		
• helps with parent problems		x	
• helps with scheduling and grading of students		x	
• has competent colleagues	x		
• has good relationships with colleagues		x	
2. Demonstrates/communicates respect/interest in special education teacher	10 (50%)	8 (40%)	18 (45%)
• accepts special education teacher	x		
• compliments teacher on the "good job he/she is doing"	x		
• listens to teacher on "a bad day"	x		
• is a "buddy" to teacher	x	x	
• asks special education teacher to teach math skills	x		
• team teaches with special education teacher	x		
• asks teacher for his/her assistance		x	
• values teacher's opinion		x	
3. Helps disabled students be successful within their classrooms			
a. Allows special education students to be mainstreamed in their classes	5 (25%)	10 (50%)	15 (38%)
• encourages their students to interact with special education students		x	
• invites special education students on field trips		x	
• invites special education students to participate in school programs		x	
b. Adapts and modifies instruction for students	2 (10%)	2 (10%)	4 (10%)
• tries different teaching techniques with students	x		
• modifies student assignments	x		
• implements behavior modification systems with students	x		
• identifies interventions that can be used in their classes	x		
C. Parent Support			
1. Cooperates with teacher	0 (0%)	3 (15%)	3 (8%)
• when teacher requests parents work with their children at home		x	
• gives teacher autonomy over their child's program			x
2. Maintains open communication with teacher	2 (10%)	0 (0%)	2 (5%)
• communicates with teacher on a regular basis		x	
• discusses their child's progress with teacher		x	

(continued)

Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
II. Work Assignment			
A. School Factors			
1. General	4 (20%)	2 (10%)	6 (15%)
• summer vacation allows for summer employment	x		
• predetermined holidays allow teacher to plan ahead	x		
2. Has job security	1 (5%)	2 (10%)	3 (8%)
3. Likes school location	7 (35%)	6 (30%)	13 (33%)
• likes Memphis	x		
• school is located near teacher's home	x	x	
• school is located in a nice neighborhood	x	x	
• school is located in safe area	x		
• school is located near central office	x		
• school is located near Memphis State University	x		
• school is located near child's day care center		x	
4. Likes work hours	4 (20%)	2 (10%)	6 (15%)
• school hours give teacher time for other activities	x		
• gets off work early in the day		x	
• school schedule matches child's schedule		x	
5. Has adequate facilities	5 (25%)	4 (20%)	9 (23%)
• school is new	x		
• school has new furnishings	x		
• school is air conditioned	x	x	
• teacher's classroom is in school building		x	
• school is accessible to disabled persons		x	
• school has recently been remodeled	x		
• school is well-equipped to meet special education students' needs	x	x	
6. Likes Students	8 (40%)	8 (40%)	16 (40%)
• kids are interesting	x		
• students are motivated to learn	x	x	
• students appreciate teacher	x	x	
• students are happy/students have good attitudes	x	x	
• students enjoy receiving praise and attention	x		
• students are not behavior problems	x		
• students want to please the teacher		x	
7. Other	3 (15%)	2 (10%)	5 (13%)
• school is well-respected	x		
• school has a casual dress code	x		
• school has site-based management	x		
• school has wide array of support services		x	
• school offers a wide array of education services		x	

(continued)

Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
B. Teachers'Roles/Responsibilities			
1. Has opportunities for individualization	8 (40%)	1 (5%)	9 (23%)
2. Has flexibility	5 (25%)	3 (15%)	8 (20%)
• has flexibility over scheduling	x		
• has flexibility over pacing of instruction	x	x	
• can try new techniques with students	x		
• can be creative with students	x		
3. Is not bored	2 (10%)	1 (5%)	3 (8%)
• "no two days are the same"	x		
• job is not monotonous	x	x	
4. Does not have to perform paperwork/nonteaching duties	2 (10%)	0 (0%)	2 (5%)
• has less paperwork to complete than regular educators	x		
• does not have to perform bus or lunch duty	x		
5. Other	2 (10%)	0 (0%)	2 (5%)
• likes the age group that teacher instructs	x		
• likes itinerant teaching position	x		
C. Resources	0 (0%)	2 (10%)	2 (5%)
• has qualified and experienced assistants		x	
• has adequate supply of instructional materials		x	
III. Intrinsic Rewards			
A. Enjoys Helping Students Succeed/Progress	17 (85%)	16 (80%)	33 (83%)
• wants to help students lead successful lives	x	x	
• enjoys seeing students receive school-wide recognition	x		
• enjoys seeing former students accomplish something with their lives	x	x	
• enjoys seeing students achieve academically and socially	x		
• enjoys making students feel good about themselves	x	x	
• enjoys making a difference in students' lives	x	x	
• enjoys helping students gain social and self-help skills		x	
• enjoys helping students learn to read		x	
B. Has Feelings of Concern/Responsibility for Students	3 (15%)	6 (30%)	9 (23%)
• feels needed by students	x	x	
• talks to students about their problems		x	

(continued)

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Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
C. Has feelings of competence and success	7 (35%)	5 (25%)	12 (30%)
• is able to create a positive learning environment for students	x	x	
• has special talent for teaching	x		
• is able to effectively instruct students	x		
• is able to identify student problems	x		
• is able to identify/assess students for placement in special education	x		
• provides assistance to students' teachers		x	
• provides assistance to students' parents		x	
D. Has a love of teaching	4 (20%)	7 (35%)	11 (28%)
• enjoys/loves special education teaching	x	x	
E. Is challenging	4 (20%)	0 (0%)	4 (10%)
• finds it challenging to work with special needs students	x		
IV. Extrinsic Rewards			
A. Benefits	2 (10%)	2 (10%)	4 (10%)
• likes MCS career ladder program	x		
• likes being a member of a teacher's union	x		
• likes medical benefits	x	x	
• likes retirement benefits	x		
• can accumulate sick leave days	x		
B. Likes salary	1 (5%)	2 (10%)	3 (8%)
• needs income to support family		x	
C. Accrued Investments	3 (15%)	0 (0%)	3 (8%)
• too much time invested	x		
• too difficult to change jobs	x		
• too much to lose	x		
• too close to retirement	x		
V. Preparation Factors	1 (5%)	0 (0%)	1 (3%)
• previous work experience helped prepare teacher for working with disabled students		x	
VI. Personal/Change Factors	0 (0%)	0 (0%)	0 (0%)

(continued)

Exhibit 4.7 (continued)

Reasons for Staying	Stayers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
VII. Other	5 (25%)	6 (30%)	11 (28%)
• administrators help with teacher transfers	x		
• principal allows special educators to take "mental health days"	x		
• principal greets parents in the hallway	x		
• principal wants teacher to do his/her best		x	
• teacher believes that all students can learn		x	
• teacher has been "called to teach"		x	
• teacher wants to be a part of special education changes		x	
• teacher needs students		x	
• administrators are positive	x		
• principal is efficient	x		
• faculty creates positive environment		x	

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

EXHIBIT 4.8

Interview Findings: Reasons for Wanting to Leave Special Education Teaching In the MCS

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total (N=40) N (%)*
I. Support			
A. Administrative Support			
1. Does not provide assistance to teachers			
a. Does not help obtain appropriate programming and services for special education students	8(40%)	9(45%)	17 (43%)
• does not appropriately place students	x	x	
• does not provide necessary support services for students		x	
• does not encourage mainstreaming of special education students		x	
• does not promote collaboration between MCS and the Mental Health Center		x	
• does not attend M-team meetings		x	
b. Does not help with student discipline	4(20%)	5(25%)	9 (23%)
• does not develop effective discipline policies	x	x	
c. Does not help with teacher transfers	4(20%)	2(10%)	6 (15%)
• does not consider teacher's desires when placing in teaching positions		x	
• transfers teachers involuntarily	x	x	
d. Does not help resolve conflicts with other administrators and teachers	2(10%)	3(15%)	5 (13%)
• does not assist teacher in dealing with principal		x	
• does not help resolve existing racial tension among faculty	x	x	
e. Does not help with obtaining instructional materials	2(10%)	2(10%)	4 (10%)
• does not give teacher access to available instructional materials	x		
• does not provide adequate funding for materials		x	
f. Does not help with reducing teacher's workload	2(10%)	1(5%)	3 (8%)
• does not help reduce teacher's large caseloads	x		
• does not help reduce teacher's large class sizes		x	

(continued)

Exhibit 4.8 (continued)

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total N=40) N (%)*
2. Does not establish and maintain an effective communication system			
a. Does not demonstrate/communicate knowledge of special education	13(65%)	9(45%)	22 (55%)
• is not knowledgeable about special education policies	x		
• is not knowledgeable about current trends in special education	x		
• does not notify teachers of changes in special education forms	x		
• does not consistently implement special education policies	x		
• lacks knowledge of special educator's roles and responsibilities	x	x	
• lacks knowledge about student disabilities		x	
• does not communicate information about special education policies to teachers/other administrators	x	x	
• lacks knowledge about instructional strategies to use with special education students		x	
b. Is inaccessible to teacher	2(10%)	4(20%)	6 (15%)
• only contact with teacher is during evaluations	x		
• does not visit teacher's class	x	x	
• does not return teacher's telephone calls	x	x	
3. Does not facilitate staff development			
a. Does not knowledgeably evaluate teachers	3(15%)	3(15%)	6 (15%)
• does not provide positive feedback to teachers	x	x	
• does not conduct teacher evaluation properly	x	x	
b. Does not provide opportunities for professional growth	4(20%)	2(10%)	6 (15%)
• does not obtain funding for teachers to attend professional conferences	x		
• does not conduct informative inservices	x	x	
4. Does not treat teacher like a professional			
a. Does not communicate respect for teacher	2(10%)	0(0%)	2 (5%)
b. Does not give teacher input into decision making	2(10%)	0(0%)	2 (5%)
• does not allow teacher to make decisions over integrating disabled students	x		
• does not allow teacher input into paperwork issues	x		

(continued)

Exhibit 4.8 (continued)

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total N=40) N (%)*
B. Colleague Support			
1. Does not help special education students be successful in their classrooms	5(25%)	7(35%)	12 (30%)
• sends special education students out of class instead of trying to work with them	x	x	
• does not attempt to deal with student problems	x		
• does not want special education students mainstreamed in their classes	x	x	
• segregates special education students in their classes		x	
• does not spend as much time with special education students as they do with regular education students		x	
• does not invite special education students to participate in school activities		x	
• does not make modifications for special education students		x	
2. Does not demonstrate/communicate understanding of special education	6(30%)	3(15%)	9 (23%)
• does not understand the purpose of special education	x	x	
• does not understand the special educator's roles and responsibilities	x	x	
3. Does not provide assistance to special education teacher	1(5%)	2(10%)	3 (8%)
• does not help with student scheduling	x	x	
C. Parent Support			
1. Are not actively involved in their child's educational program	7(35%)	3(15%)	10 25%)
• does not reinforce skills that their child is learning at school	x		
• does not "follow through" with disciplining their children	x		
• are inadequately trained to work with their child	x		
• does not attend special education meetings	x		
2. Lack of communication with teacher	2(10%)	2(10%)	4 (10%)
• has little contact with teacher	x	x	
• does not discuss problems with teacher but instead goes directly to the principal	x		

(continued)

Exhibit 4.8 (continued)

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total N=40) N (%)*
II. Work Assignment			
A. School Factors			
1. Inadequate facilities	7(35%)	2(10%)	9 (23%)
• inadequate classroom space	x	x	
• teacher's instructional "space" is frequently moved	x		
• untimely repairs and renovations on school building	x		
• school facility not equipped for teaching instructional skills	x		
• school facility is not accessible to disabled persons	x		
• school is not air conditioned		x	
• school sometimes does not have heat		x	
2. Poor location	3(15%)	2(10%)	5 (13%)
• school is not located near teacher's home	x		
• school is located in an area where students must be bussed in	x		
• school is located in an unsafe neighborhood	x	x	
3. Dislikes Student Characteristics	2(10%)	1(5%)	3 (8%)
• students are from low income families	x		
• students are behavior problems	x		
• students are disrespectful to teacher	x		
B. Teachers' Roles/Responsibilities			
1. Paperwork			
a. Is overwhelming	12(60%)	8(40%)	20 (50%)
• too much paperwork	x	x	
• too much pressure to complete paperwork	x	x	
• too time consuming	x	x	
• completes non-special education related paperwork, too	x		
• too intimidating	x		
b. Is unnecessary	8(40%)	9(45%)	17 (43%)
• is useless	x	x	
• is redundant	x	x	
c. Interferes with teaching	6(30%)	7(35%)	13 (33%)
• takes away from teaching time	x	x	
d. Is inconsistent	3(15%)	4(20%)	7 (18%)
• is constantly changing	x	x	
2. Lack of time			
a. Lack of time to perform non-instructional duties	12(60%)	8(40%)	20 (50%)
• lack of time to complete paperwork	x	x	
• lack of time to meet with parents	x		
• lack of time to conduct M-team meetings	x		

(continued)

Exhibit 4.8 (continued)

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total N=40) N (%)*
• lack of time to take a break	x	x	
• lack of time to collaborate with colleagues		x	
b. Lack of time to perform instructional duties	6(30%)	6(30%)	12 (30%)
• lack of time to individualize instruction	x	x	
• lack of time to plan	x	x	
3. Class size/caseload			
a. Too large caseload	9(45%)	7(35%)	16 (40%)
b. Too large class size	7(35%)	5(25%)	12 (30%)
4. Class mix	6(30%)	4(20%)	10 (25%)
• has to teach multiple age ranges	x		
• has to teach multiple exceptionality areas	x		
• has to teach multiple ability levels	x	x	
• has to deal with multiple student problems	x	x	
• has to teach multiple grade levels		x	
5. Non-teaching duties	0(0%)	2(10%)	2 (5%)
• has to attend too many meetings		x	
• has homeroom duty		x	
6. Other	4(20%)	0(0%)	4 (10%)
• dislikes itinerant teaching position	x		
• wants to work with higher functioning students	x		
• position does not "match" teacher's background and experience	x		
C. Resources			
1. Inadequate instructional materials and equipment			
a. Inadequate funding for materials	9(45%)	7(35%)	16 (40%)
• $50.00 allotment for instructional materials is inadequate	x	x	
• teacher must spend own money for instructional materials	x	x	
• teacher must use part of instructional allotment to purchase special education forms/basic supplies	x	x	
• teacher must raise money to buy instructional materials	x		

(continued)

Exhibit 4.8 (continued)

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total N=40) N (%)*
b. Inefficient instructional materials and equipment	7(35%)	5(25%)	12 (30%)
• teacher's classroom had no materials at the beginning of the school year	x		
• teacher must make instructional materials	x	x	
• lack of access to school's instructional equipment	x	x	
• school's instructional equipment does not work	x		
• teacher must share materials	x		
• teacher does not have textbooks for students		x	
• materials at curriculum lab are inaccessible to teacher		x	
• teacher does not receive materials that are ordered		x	
c. Existing materials are inappropriate for special education students	4(20%)	4(20%)	8 (20%)
• teacher has to use outdated materials	x	x	
• materials are inappropriate for student ability levels	x	x	
2. Lack of personnel			
a. Lack of assistants	7(35%)	4(20%)	11 (28%)
• lack of qualified/trained assistants	x	x	
b. Lack of teachers	2(10%)	1(5%)	3 (8%)
• lack of qualified special education teachers	x		
III. Intrinsic Rewards			
A. Is Unable to Help Students	3(15%)	1(5%)	4 (10%)
• is frustrated with students lack of progress	x	x	
• is unable to make a difference in students' futures	x		
B. Has feelings of ineffectiveness	4(20%)	2(10%)	6 (15%)
C. Lack of a challenge	2(10%)	0(0%)	2 (5%)
• feels that job is not challenging	x		

(continued)

Exhibit 4.8 (continued)

Reasons for Leaving	Leavers (N=20) N (%)*	Undecided (N=20) N (%)*	Total N=40) N (%)*
IV. Extrinsic Rewards			
A. Inadequate salary	3(15%)	8(40%)	11 (28%)
• salary is too low	x		
• teacher must work two jobs to pay bills	x		
• MCS teachers are paid less than teachers in surrounding counties	x		
• salaries are not commensurate with special educator's job responsibilities		x	
• inadequate raises		x	
B. Accrued investments	0(0%)	1(5%)	1 (3%)
• too close to retirement	x		
V. Preparation Factors	2(10%)	1(5%)	3 (8%)
• does not feel adequately trained to teach instructional skills for current position	x	x	
• does not feel adequately trained to work with parents from different cultures	x		
VI. Personal/Change Factors			
A. Needs a change	3(15%)	2(10%)	5 (13%)
• wants to pursue administrative position with MCS	x		
• wants to transfer to regular education teaching position		x	
B. Family Reasons	1(5%)	0(0%)	1 (3%)
• teacher wants to stay home with family	x		
VII. Other	5(25%)	1(5%)	6 (15%)
• lack of funding for field trips	x		
• lack of access to paperwork/student records	x		
• colleagues have poor attitudes toward teaching	x		
• teachers have conflicting views about educational practices	x		
• lack of a special education curriculum	x		
• principal does not compliment students		x	
• job is stressful	x		
• teacher cannot make principal "happy"	x		
• lack of funding for special education		x	
• director of special education does not assist teacher with problems		x	

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* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.9

Interviewees' Future Career Plans

Future Career Plans	Total (N=60) N (%)*	Stayers (N=20) N (%)*	Leavers (N=20) N (%)*	Undecideds (N=20) N (%)*
I. Remain in Education				
A. Remain in Teaching				
1. Special education teaching	43 (72%)	18 (90%)	9 (45%)	16 (80%)
2. Regular education teaching	9 (15%)	2 (10%)	4 (20%)	3 (15%)
3. Teaching (non-specified)	8 (13%)	0 (0%)	5 (25%)	3 (15%)
4. Private school teaching	5 (8%)	0 (0%)	3 (15%)	2 (10%)
5. College teaching	3 (5%)	1 (5%)	1 (5%)	1 (5%)
B. Transfer to Administrative Position				
1. Special education administration	12 (20%)	4 (20%)	5 (25%)	3 (15%)
2. Regular education administration	3 (5%)	0 (0%)	2 (10%)	1 (5%)
3. Administration (non-specified)	1 (2%)	0 (0%)	0 (0%)	1 (5%)
C. Education related (non-specified)	3 (5%)	1 (5%)	1 (5%)	1 (5%)
II. Leave Education				
A. Pursue Job in Non-education Related Field	17 (28%)	3 (15%)	7 (35%)	7 (35%)
B. Remain at Home	9 (15%)	0 (0%)	6 (30%)	3 (15%)
C. Retire	3 (5%)	0 (0%)	1 (5%)	2 (10%)
III. Unsure of Career Plans	2 (3%)	0 (0%)	1 (5%)	1 (5%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.10

Teaching Positions Desired by Interviewees

Desired Training Position	Total (N=60) N (%)*	Stayers (N=20) N (%)*	Leavers (N=20) N (%)*	Undecideds (N=20) N (%)*
I. Current Teaching Position				
A. Current Teaching Position	25 (42%)	15 (75%)	2 (10%)	8 (40%
B. Current Teaching Position but with Improved Working Conditions	12 (20%)	2 (10%)	5 (25%)	5 (25%)
II. Transfer to Another Teaching Position				
A. Regular Education Teaching				
1. Outside of MCS	1 (2%)	0 (0%)	1 (5%)	0 (0%)
2. Non-specified	8 (13%)	1 (5%)	2 (10%)	5 (25%)
B. Special education Teaching				
1. In MCS	6 (10%)	1 (5%)	2 (10%)	3 (15%)
2. Outside of MCS	1 (2%)	0 (0%)	1 (5%)	0 (0%)
3. Non-specified	2 (3%)	1 (5%)	1 (5%)	0 (0%)
C. Teaching Outside the Public Schools				
1. Private school/center	2 (3%)	0 (0%)	2 (10%)	0 (0%)
2. College setting	1 (2%)	0 (0%)	0 (0%)	1 (5%)
III. No Teaching Position	4 (7%)	0 (0%)	4 (20%)	0 (0%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.11

Overview of Actions that MCS Could Take to Make Special Educators Want to Stay In Teaching in the MCS

	Factors	Total (N=40) N (%)*	Leavers (N=20) N (%)*	Undecideds (N=20) N (%)*
I.	Work Assignment	29 (73%)	12 (60%)	17 (85%)
	A. Teachers'Roles/Responsibilities	25 (63%)	11 (55%)	14 (70%)
	B. Resources	23 (58%)	9 (45%)	14 (70%)
	C. School	4 (10%)	3 (15%)	1 (5%)
II.	Administrative Support	25 (63%)	13 (65%)	12 (60%)
III.	Extrinsic Rewards	13 (33%)	6 (30%)	7 (35%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Exhibit 4.12

Actions that MCS Could Take to Make Special Educators Want to Stay in Special Education Teaching in the MCS

Factors	Leavers (N=20) N(%)*	Undecideds (N=20) N (%)*
I. Work Assignment		
A. Teachers' Roles/Responsibilities		
1. Paperwork		
• reduce excess paperwork	4(20%)	6 (30%)
• develop a computerized system for completing IEPs and IEP inserts	2(10%)	3 (15%)
• provide clerical help for completing paperwork	2(10%)	2 (10%)
• provide workdays for completing paperwork	1 (5%)	1 (5%)
• provide a planning period for completing paperwork	2(10%)	0 (0%)
2. Class size/caseload		
• reduce the number of students per class	4(20%)	6 (30%)
• establish guidelines for maximum class size and caseload	5(25%)	5 (25%)
B. Resources		
1. Instructional materials and equipment		
• increase teachers' annual allotment for instructional materials	5(25%)	4 (20%)
• provide special educators with the resources to meet their needs	1 (5%)	6 (30%)
• allow teachers to accumulate money from year to year for instructional materials	1 (5%)	0 (0%)
• disperse the curriculum lab materials among special educators	0 (0%)	1 (5%)
2. Personnel		
• provide full-time assistants for special education teachers	1 (5%)	4 (20%)
• hire competent administrators at all levels	1 (5%)	2 (10%)
• establish a parent liaison position	1 (5%)	0 (0%)
C. School Factors		
• provide special educators with adequate classroom space	3(15%)	0 (0%)
• renovate school facilities	1 (5%)	1 (5%)
• renovate school grounds	1 (5%)	0 (0%)

Exhibit 4.12 (continued)

Factors	Leavers (N=20) N(%)*	Undecideds (N=20) N (%)*
II. Administrative Support		
A. Effective communication system		
• hire knowledgeable and adequately trained supervisors	2(10%)	1 (5%)
• provide immediate responses to teachers' concerns	1 (5%)	2 (10%)
• have weekly contact with special education teachers	1 (5%)	2 (10%)
• provide teachers with information on appropriate instructional tools to use with disabled students	1 (5%)	2 (10%)
• provide opportunities for supervisors and the Board of Education to spend time in teachers' classrooms to develop a better understanding of special educators' roles and responsibilities	1 (5%)	0 (0%)
B. Staff development		
• conduct inservices that meet special educators' needs	4(20%)	2 (10%)
• provide inservices for school principals and general education teachers that explain the special educators' roles and responsibilities	2(10%)	2 (10%)
• provide more individual feedback to teachers	1 (5%)	1 (5%)
C. Student-related		
• obtain more support services for special education students	1 (5%)	5 (25%)
• develop more effective policies for dealing with student discipline	1 (5%)	3 (15%)
D. Treat teachers as professionals		
• allow teacher input into decisionmaking	2(10%)	3 (15%)
• listen to teachers	1 (5%)	2 (10%)

Exhibit 4.12 (continued)

	Factors	Leavers (N=20) N(%)*	Undecideds (N=20) N (%)*
	E. Teacher transfers		
	• provide more opportunities for teacher transfers	4(20%)	1 (5%)
	• make an effort to place teachers in teaching positions that have requested	0 (0%)	1 (5%)
III.	Extrinsic Rewards		
	• increase teachers' salaries	3(15%)	5 (25%)
	• provide salary incentives	3(15%)	3 (15%)
	• provide options for teachers to work extra hours	1 (5%)	0 (0%)

* Percentages are based on the total number of respondents within each group and total more than 100 because of multiple responses.

Chapter 5

Findings of the Exiter Study: A Comparison of Special and General Educators Who Left Teaching in MCS

I. INTRODUCTION

The primary purpose of the Exiter Study was to investigate why special educators left their special education positions in the MCS. A sample of general education teachers who left their positions was included for comparison purposes. To understand why urban special educators teachers leave, it is important to follow-up those who actually leave. A number of special education studies have focused on teachers who intend to leave, versus those who have actually left (e.g., Billingsley & Cross, 1992; Cross & Billingsley; George, George, Gersten, & Grosenick, 1994). It is important to note that intention to leave does not always result in a resignation. Heyns (1990) found that of those planning to quit, only 29% actually quit within a 5 year period. Dworkin (1987) reported that the correlation between plans to quit and actually quitting is only .102.

Although some researchers have conducted follow-up investigations of special educators who have left their positions (Billingsley & Cross, 1991; Billingsley, Bodkins, & Hendricks, 1993; McKnab, 1983; Platt & Olson, 1990), the sample sizes were relatively small, and no published special education studies focused on urban settings. Some reports indicate that urban school districts are viewed as undesirable. For example, only 12% of teachers indicated that they would be willing to teach in a large urban city (Fesitritzer, 1990) and urban teachers have been reported to leave their positions more than teachers from other areas (Corcoran, Walker, & White, 1988).

This chapter describes follow-up data on three cohorts of special and general educators who exited their positions in the MCS over the 1990-91, 1991-92, and 1992-93 school years. In Exhibit 1.1 (see Chapter 1), we provided a comprehensive schematic representation of special education teacher retention, transfers, and attrition in the MCS, outlining all of the varied possibilities. A simplified representation of that schematic was presented in Chapter 2 (Figure

2.1) to illustrate the definition of teacher attrition adopted for this study.

As stated in Chapter 2, "exiters" are defined as those teachers who left their primary teaching positions in the MCS. This group includes special education teachers who were employed in the MCS but who left their MCS special education positions, and/or general education teachers who left their MCS classroom positions (including those general educators who may have transferred to special education teaching). Under this definition, teachers who transferred to other positions in the MCS, e.g., teaching other subject areas or serving as supervisors or administrators, were classified as exiters.

To provide a context for our attrition findings, a brief review of attrition rates over the year period is provided in Table 5.1 (see Chapter 2 for a more indepth discussion of attrition rates in the MCS). As Table 5.1 indicates, special education attrition in the MCS ranged from 6.6 to 8.7 over the three-year period. The overall attrition rates of special and general educators were similar.

Of interest is the high proportion of European American special and general education teachers exiting the MCS. For example, the racial makeup of special educators in the MCS is about 61% European American and 39% African American. The racial makeup of general education teachers is also divided--50%European American and 50% African American. However, more European teachers than African American teachers left their teaching positions, i.e., over the three-year period, between 72% and 78% of the special education teachers and 70% to 73% of the general education exiters were European American.

This study was designed to develop a better understanding of special and general educators' reasons for leaving, their work experiences in the MCS, and their subsequent career activities and plans. It is important to understand how special educators' career decision are similar to, and different from, that of general educators. Such comparisons will provide an understanding of those attrition and retention factors that are unique to special educators and those that influence teachers in general. This investigation included comparisons of special and general educators on the following questions:

Table 5.1

Comparison of 1990-91, 1991-92, and 1992-93 Attrition Rates for Special and General Education Teachers in the MCS.

	1990-91 School Year		1991-92 School Year		1992-93 School Year	
	N	**%**	**N**	**%**	**N**	**%**
Special Education	41 (622)*	6.6	44 (629)*	7.0	56 (646)*	8.7
Remain in MCS	9	1.4	12	1.9	13	2.0
Exit MCS	27	4.3	29	4.6	38	5.9
Retired	5	0.8	0	0.0	4	0.6
Deceased	0	.0	3	0.5	1	0.2
General Education	325 (4,898)*	6.6	390 (4,808)*	8.1	416 (5,006)*	8.3
Remain in MCS	38	0.8	95	2.0	36	0.7
Exit MCS	185	3.8	187	3.9	252	5.0
Retired	88	1.8	100	2.1	122	2.4
Decreased	14	0.3	8	0.2	6	0.1

* The numbers in parenthesis refer to the total general or special education teaching force for the year.

1. What are special and general education teachers' reasons for resigning from their teaching positions?

2. How satisfied were special and general education teachers with teaching in the MCS?

3. What incentives might have encouraged special and general education teachers to remain in their positions in the MCS?

4. What are special and general education teachers' activities after exiting?

5. What are special and general education teachers' future plans?

6. Would these teachers again choose teaching if they were starting their careers again?

7. What are special and general education teachers' reasons for entering the teaching profession?

The methodology for the study is presented in Section II. The findings are presented in Section III and discussed in Section IV. Implications for strategic planning are outlined in Section V. Summaries of findings are presented in *tables* throughout the text. References are made to more detailed presentations in *exhibits* that have been placed at the end of the chapter for reader convenience.

II. METHODOLOGY

A. Instrumentation

Two forms of the Exiter Study Questionnaire, one for special education teachers and one for general education teachers, were developed and used during the three years of data collection. These questionnaires (titled as the School Year Follow-up Questionnaires by year) were mailed to all special education teachers and to a sample of general education teachers who exited their positions in the MCS. The questionnaires included: (1) descriptive information regarding last year's teaching assignment; (2) current employment; (3) reasons for leaving; (4) incentives to remain in the MCS; (5) teacher preparation; (6) previous plans and experience; (7)

future plans; (8) reflections on teaching experiences; and (9) personal information. The questionnaires are comprised primarily of forced-choice items. One open-ended item allowed respondents to list actions (if any) that would have convinced them to stay in teaching in the MCS. Respondents were also given opportunities to comment on factors related to their decisions to leave. A final open-ended item allowed respondents to make additional comments after they completed the questionnaire. Although the special and general education questionnaires were very similar, a few items applicable only to special education were included on the special education questionnaire. Specific sections of the questionnaire are described as we report the results below.

Questionnaires were based on a conceptual model (see Chapter 1; Billingsley, 1993), as well as the findings from interviews of 68 special education teachers employed in the MCS in 1991-92. Questionnaires were reviewed by members of the study's Advisory/Planning Panel, the MCS teachers and administrators, and numerous other experts in research and questionnaire design. Questionnaires were field tested with a sample of teachers in Virginia and Tennessee. A copy of the set of 1990-91 instruments is included in Appendix C (instruments for the subsequent years are identical).

B. Sampling and Data Collection

Information was gathered from all of the special education teachers, and from a stratified random sample of general education teachers, who exited their classroom positions in 1990-91, 1991-92, and 1992-93. MCS staff prepared a tape file containing the names and last known addresses of, and basic descriptive information for, all general and special education teachers who left their MCS teaching positions over the three year period. This file also served as the sampling frame for selecting the general education teachers for the study.

Table 5.2 provides an overview of the sample, the number of respondents, and response rates for special and general educators for each of the three school years. A total of 145 special education teachers and a sample of 187 general education teachers were included in this study. All of the special education teachers were included in the study. A stratified random sample of 64 general education teachers was selected for each of the three school years. These samples were stratified by three variables, each of which had two categories (for a total of eight strata). Within each stratum, we randomly selected 8 exited teachers. The stratifying variables included grade level (elementary or secondary), experience level (4 years or less, or over 4 years), race/ethnicity (European American or non-European American). The initial samples of 64 were reduced each year by 1 or 2 teachers because we learned from their questionnaire responses that they had not "exited" their positions during the time frame established for determining their eligibility for inclusion in the sampling frame.

Data collection procedures were similar to procedures used in the Screening Study. Data collection procedures required intensive follow-up to obtain an acceptable response rate (since the population was so small), and additional tracing was required for those respondents who had moved. The response rates varied for each year across the three year study. The total response rates for special and general educators were 72% and 64%, respectively (see Table 5.2).

C. Description of Samples

This section provides information about the samples of special and general educators included in this study. First, key variables are compared across years to determine whether there were differences in respondent groups over the three year-period. Second, a demographic comparison is made between special and general education respondents. Third, the educational background and experiences of respondents is outlined. Finally, a comparison of respondents and nonrespondents is made to estimate the extent to which they are similar.

Sampling weights were employed as part of the analyses of the questionnaire responses for general education teachers. The primary purpose of using such weights is to use the respondents' data to estimate the responses of the population of general education exiters. These weighted data were adjusted for non-response.

1. Comparison of Respondents Across Years

The SAS General Linear Model procedure was used to determine whether there were differences in respondent groups over the three year period (1990-91, 1991-92, and 1992-93). Separate analyses were completed for general and special educators on key variables. There were no significant differences (at the .05 level) across years for race, age, experience, or job satisfaction among either the special or the general education respondents. Further, an analysis of reasons for leaving showed similar patterns across the three years for each of the two teacher groups. Because respondents' characteristics and responses appeared to be similar over the three-year period, we decided to merge the data, rather than report findings by year.

Table 5.2

Response Rates For General and Special Education Exiters by Year

	Special Educators			General Educators		
Cohort	**Sample N**	**Response N**	**Rate %**	**Sample N**	**Response N**	**Rate %**
1990-91*	51	35	69	63	35	56
1991-92	41	31	76	62	47	76
1992-93	53	38	72	. 62	38	61
Total	145	104	72	187	120	64

* At the time of the first mailing of the survey instruments to the 1990-91 cohort, the sampling frame included a total of 51 teachers. The frame was subsequently corrected and 10 teachers were determined to be ineligible because they had exited a few days before the date that defined a 1990-91 exiter; therefore, these 10 teachers are technically exiters from the 1989-90 school year and are not included in the computation of 1990-91 exit rates. However, since 5 of these 10 "ineligible" teachers returned completed questionnaires which included valuable information about their teaching experiences in the MCS as well as reasons for leaving, we included them in our follow-up analyses.

2. Demographic Comparison of Special and General Educators

Demographic, personal, and teaching experience/assignment variables are provided for special and general education respondents in Exhibits 5.1-5.6. Special educators were younger than the general education respondents. The mean age of special educators (M=37.9) was lower than the general education respondents (M=42.5). Fewer special education respondents were African American than the general educators (see Exhibit 5.1). Further, a smaller percentage of the special education respondents (4.8%) were male compared to the general education respondents (20.0%).

Exhibit 5.9 outlines degrees held by the respondents. More special educators held master's degrees (54.1%) than the general educators (43.1%). Special education respondents had fewer years of teaching experience (M=8.4) than the general educators (M=12.8). Approximately half of the special and general education respondents were either not on a career ladder or were on Class I of the ladder (see Exhibit 5.1).

The questionnaire included a number of questions about the last teaching assignment held by respondents during their last semester in the MCS (e.g., class size, areas taught) (see Exhibits 5.12-5.17). A number of these questions were specific to special education. Approximately 43% of the special education respondents (and nonrespondents) left learning disabilities positions, and about 16% left positions teaching students with educable mental retardation (see Exhibit 5.12). The remainder of respondents were fairly evenly distributed over the remainder of the disability areas.

3. Comparison of Respondents and Nonrespondents

As noted above, 28% of the exited special education teachers and 36% of the exited general education teachers did not respond to the survey--even after repeated attempts to contact them and obtain a completed questionnaire. Thus, it is important to compare the respondents and nonrespondents on a number of the variables that we were able to obtain on both groups in order to determine if there is reason to believe that the respondents were good representatives of the original samples or, alternatively, if the respondents represented a biased sample. The variables for which information was available on respondents and nonrespondents included gender, career ladder status, type of school assignment, grade level taught, years of teaching experience, and race.

Special and general education respondents and nonrespondents were compared on a number of variables, including race, gender, years of experience, career ladder status, area(s) of disability taught, age, MCS teaching experience, and NTE scores (see Exhibits 5.1, 5.2, and 5.3). Differences between respondents and nonrespondents in the first four variables (i.e., race, gender, years of experience, and career ladder status) were tested for statistical significance at $p<.05$. There were no significant differences among special education respondents and nonrespondents on any of these variables, i.e., race (Chi-Square [df = 2] = 1.182, p = 0.554), gender (Chi-Square [df = 1] = 0.007, p = 0.931), years of teaching experience (F [1,328] = 2.97, p = 0.086) or career ladder status (Chi-Square [df = 3] = 1.651, p = 0.648).

There was a significant difference among general education respondents on two of these variables, i.e., race (Chi-Square [df = 1] = 4.658, p = 0.031) and gender (Chi-Square [df = 1] = 5.606, p = 0.018). This finding indicates that general education respondents were more likely to be European American than African American, and more likely to be female. Differences in career ladder status (Chi-Square [df = 3] = 7.502, p = 0.058) and years of teaching experience (F [1,328] = 2.97, p = 0.086) were not significant.

Based on the results of these tests and the comparisons presented in Exhibits 5.1, 5.2, and 5.3, we concluded that the respondents and nonrespondents for both years were similar on many of these characteristics and thus not likely to be a biased sample.

III. FINDINGS

Findings related to above research questions are presented in separate sections as follows: Teachers' Reasons for Leaving (Section A); Teachers' Job Satisfaction (Section B); Incentives for Teachers to Remain in the MCS (Section C); Teachers' Current Activities (Section D); Teachers' Future Plans (Section E), Retrospective Decision to Teach Again (Section F), and Reasons for Entering Teaching and Initial Career Interests and Experiences (Section G).

A. Reasons for Leaving

Exiters were asked, "which of the following is the main reason that you left your classroom position in the Memphis City Schools?" Respondents were also asked to indicate second and third most important reasons for leaving, if any. Almost all of the respondents gave a "most important reason" for leaving, while approximately half or less gave second reasons, and only 25% gave third reasons.

Table 5.3 outlines the primary reasons teachers left their MCS positions (see Exhibits 5.27 and 5.28 for detailed frequencies and percentages). Many of the teachers left for personal factors. These included "family or personal move," "pregnancy or child rearing," "health," and "to retire." Teachers left for these personal reasons more than any other reason. Approximately 37% of the special educators who left their positions in the MCS gave a personal reason as their first reason for leaving, compared to about 53% of the general educators.

Retirement was a first reason for leaving among 26.8% of the general educators, but only 5% of the special educators. Twenty-five percent of the special educators and 19.8% of the general educators indicated that a "family/personal" move was their first reason for leaving the MCS. The other personal reasons for leaving were given by small percentages of the teachers.

Other first reasons for leaving among special educators, included "dissatisfaction with their assignment" (19%), to pursue "another education-related career" (11%), and "an even better teaching assignment" (9%). None of the remaining first reasons for leaving were mentioned by more than 5% of the respondents, with the exception of "other" (8%) (see Exhibit 5.26). Although only 19% of the special educators indicated "dissatisfaction with assignment" as the first major reason for leaving, another 32.5% indicated "dissatisfaction with assignment" as a second or third reason for leaving. Therefore, "dissatisfaction with assignment" was among the top three reasons for leaving for over half (51.5%) of the special educators. Only 10.7% of general educators indicated "dissatisfaction with assignment" as a first reason for leaving. However, 23.2% indicated "dissatisfaction with assignment" was one of the top three reasons for leaving their positions.

Personal reasons (i.e., family/personal move, retirement, pregnancy/child-rearing, and retirement) were usually given as first reasons for leaving, rarely as second or third reasons.

Table 5.3

Primary Reasons Why Special and General Educators Left Their Teaching Positions (See Exhibits 5.26 and 5.27 for More Detail)

	Special Educators		General Educators	
Primary Reasons for Leaving:	**First Reason**	**Top 3 Reasons**	**First Reason**	**Top 3 Reasons**
Family/personal move	25.0%	28.0%	19.8%	25.0%
Pregnancy/child-rearing	5.0%	11.0%	5.0%	5.0%
Dissatisfaction with assignment	19.0%	51.5%	10.7%	23.2%
Dissatisfied with teaching as a career	3.0%	11.0%	1.6%	11.5%
Retirement	5.0%	6.0%	26.8%	31.1%
Pursue another education-related career	11.0%	12.0%	7.0%	8.9%
Pursue career outside of education	2.0%	8.0%	3.0%	4.4%
For an even better teaching assignment	9.0%	18.0%	3.8%	9.9%
Health	2.0%	2.0%	1.0%	7.0%
For better salary or benefits	1.0%	11.0%	0.4%	2.8%
School staffing action (e.g., reduction in force, school closing, school reorganization, reassignment)	5.0%	7.0%	2.9%	3.4%
To take sabbatical or other break from teaching	0.0%	1.0%	1.5%	7.5%

(Continued)

Table 5.3 (Continued)

Primary Reasons for Leaving:	Special Educators First Reason	Special Educators Top 3 Reasons	General Educators First Reason	General Educators Top 3 Reasons
Return to school full time to take courses to improve career opportunities in **special education**	0.0%	1.0%	0.0%	0.1%
Return to school full time to take courses to improve career opportunities in the field of **education**	0. 0%	1.0%	0.7%	1.8%
Return to school full time to take courses to improve career opportunities **outside of education**	1.0%	2.0%	0.0%	1.0%
Other	8.0%	15.0%	15.3%	22.4%
Nonresponse	3.0%	3.0%	0.4%	0.4%

Therefore, personal decisions appear to be *pivotal* to decisions to leave. "Dissatisfaction with assignment" was often given as a first reason, but it more often played a secondary role to other factors. Dissatisfaction therefore, figures into leaving, but often as a *contributor*, not always as the first reason.

Primary reasons for leaving among special educators were tabulated across experience and race (see Table 5.4). Experience was grouped into 1-4, 5-10, 11-20, and 20+ year periods. A higher percentage of less experienced special educators (ten or less years of experience) than more experienced teachers (greater than 10 years of experience) left for family or personal move and pregnancy or child-rearing than the more experienced teachers. As expected, only special educators with greater than 20 years of experience indicated retirement as their primary reason for leaving. Dissatisfaction with assignment as the first reason for leaving was distributed over the four age groups of special educators, with the greatest percentage of dissatisfied teachers occurring in the 0-10 year group. More teachers in the 11-20 year group left to pursue another career in education than in the other experience groups. Two differences in the patterns across race were: (1) a higher percentage of the African-American teachers left for dissatisfaction (30%) than the European-American teachers (22%), and (2) a higher percentage of the European-American teachers left for family or personal reasons than the African-American teachers.

1. **Reasons For Leaving--Dissatisfiers**

About 38% of the special educators and 66% of the general education teachers indicated no areas of dissatisfaction. This means that for close to two-thirds of the special educators and approximately a third of the general educators, dissatisfaction (with their assignment or teaching as a career) had an influence on their decisions to leave (see Exhibit 5.28).

Exiters who identified dissatisfaction with either their teaching assignment or with teaching as a career as a reason for leaving their MCS position were asked to specify from a list of 27 items those specific "dissatisfiers" which were important to their decisions to leave their

Table 5.4

Selected Primary Reasons That Special Educators Left Their MCS Teaching Positions by Age Groups (Frequencies and Column Percents).

	Years of MCS Teaching Experience							
	0-3.99 Yrs (N=25)		4-9.99 Yrs (N=29)		10-19.99Yrs (N=26)		20+ Yrs (N=16)	
First Reason for Leaving	N	%	N	%	N	%	N	%
Family or personal move	9	36%	11	38%	4	15%	1	6%
Pregnancy or child-rearing	2	8%	2	7%	1	4%	0	0%
To retire	0	0%	0	0%	0	0%	5	5%
Dissatisfaction with assignment	5	20%	8	28%	6	23%	3	19%
To pursue another career in education	2	8%	1	3%	6	23%	2	13%

MCS classroom positions. They were also asked to identify one dissatisfier that was "most important" to their decision to leave. They were also given the opportunity to comment on any dissatisfiers they identified.

All areas of dissatisfaction, as well as the most important area of dissatisfaction, are highlighted for both the special and general educators in Tables 5.5 and 5.6, respectively. The reasons that special education teachers most frequently identified as being important to their decision to leave are listed in Table 5.5 (the percents total more than 100 because of multiple responses). All other dissatisfiers were chosen by less than 12% of the respondents. Dissatisfaction areas that contributed to teachers' decisions to leave their MCS positions relate primarily to problems with role overload (i.e., class size, too much paperwork, and lack of adequate support staff), inadequate support from central office personnel, and inadequate

Table 5.5

Major Areas of Dissatisfaction That Contributed to Special Educators' Decisions to Leave Their MCS Classroom Positions
(See Exhibit 5.27 for More Detail)

Areas of Dissatisfaction	All Reasons	Most Important Reason
Class size/case load too large	32.3%	5.1%
Too much paperwork	28.3%	3.0%
Lack of adequate support staff (e.g., aides)	27.3%	3.0%
Inappropriate placement of students with disabilities	25.3%	6.1%
Inadequate support from central administration	25.3%	8.1%
Inadequate facilities or classrooms	22.2%	1.0%
Inadequate support from principals	20.2%	7.1%
Student discipline problems	18.2%	1.0%
Unsafe working environment	14.2%	1.0%
Inadequate program design or curriculum	14.1%	2.0%
Lack of appreciation/respect	14.1%	0.0%
Demands of working with special students	13.1%	0.0%
Stress associated with teaching	13.1%	1.0%
Too many nonteaching responsibilities	12.1%	2.0%

Table 5.6

Major Areas of Dissatisfaction That Contributed to General Educators' Decisions to Leave Their MCS Teaching Positions (See Exhibit 5.27 for Standard Errors)

Areas of Dissatisfaction	All Reasons	Most Important Reasons
Student discipline problems	18.8%	7.0%
Poor student attendance/motivation to learn	18.1%	4.7%
Stress associated with teaching	16.6%	6.6%
Class size/case load too large	13.0%	0.0%
Lack of appreciation/respect	12.7%	2.5%
Inadequate support from principals	12.1%	6.2%

facilities or classrooms. Across *most important* areas of dissatisfaction, the same themes emerged for the special educators, but lack of support from administrators were most frequently ranked as the most important reason for leaving (inadequate support from central administration, 8.1%; inadequate support from principal, 7.1%; inappropriate placement of students with disabilities, 6.1%; and class size/caseload too large, 5.1%).

There were few patterns in reasons for leaving among the general educators (probably in part due to greater satisfaction among this group). For the general educators, student discipline problems, poor student attendance/motivation to learn, and the stress associated with teaching were among those problems most frequently identified. Similarly, the *most important* dissatisfiers among general educators include student discipline problems (7.0%), the stress associated with teaching (6.7%), inadequate support from principal (6.2%), and poor student attendance/motivation to learn (4.7%). Student discipline problems, large class/size and caseloads, and inadequate support from principals were dissatisfiers for both the general and special educator groups (also see Exhibit 5.27).

2. Examples of Exited Teachers' Comments

As indicated above, special and general educators left their MCS teaching positions for varied and often multiple reasons. Some teachers indicated that they left for personal reasons and had enjoyed teaching in the MCS. Others voiced frustration with specific aspects of their jobs. Examples of their comments are presented below to illustrate some of their major concerns.

Teachers frequently identified concerns related to role overload. Their concerns included problems with paperwork, excessive caseloads, and other demanding duties. The following special educator expressed dissatisfaction with her workload as well as the lack of appreciation for her efforts:

> Class size and caseload were one of the major areas of my dissatisfaction. Each year that I taught I had from 30 to 50 students that I had to provide with an individual education. Most of my students were with me for 2 to 3 hours daily. Some students were with me even longer. At times I had as many as 25 students in my class. Also, the paperwork for 30 to 50 students is a lot. I had a teachers's assistant for only 45 minutes a week. Wow! Then I had after school meetings. And no one seemed to appreciate what I did.

Unreasonable workloads are not just problems in themselves. They get in the way of what teachers find meaningful, i.e., that of teaching students and meeting students' needs. As one teacher expressed:

> I was a part-time resource teacher in 2 different schools, and my caseload was such that I had enough students at both schools to be a fulltime teacher at both schools. The students were getting cheated and so was I. There was not enough of me to accommodate the students' needs.

A second teacher wrote:

> I loved my students and loved teaching them. But, there were so many other things I had to do that I felt as if I was not able to give each student the attention that they needed. I wanted to teach but I felt as if everything kept getting in the way of my teaching. Please help get teachers' job back to teaching. If this happens some day I will go back to teaching.

A third teacher, although happy in her last year in the MCS, reflected on the lack of control she felt about her caseload:

> My last year was very good, but you always knew it could change at any time. There were no established limits as to how many students you could have on your roll.

A number of teachers made comments about unsupportive administrators. Some teachers indicated lack of support related to discipline. For example, one teacher wrote:

> It seemed the principal did not have time to be bothered about what I called severe classroom problems, such as bringing weapons to school, students hitting teachers, and other students. . . . The discipline was not consistent, nor was any discipline carried out.

However, some teachers made the point that their administrators made a positive difference. The following teacher noted some problems like the others, but cited the administrator as key to an improvement in her situation:

> My last two years of teaching were far better than the first 7 years. The problems at the central office, state irregularities/changes in the middle of the year, and needless paper shuffles were the same at both assignments. The difference was the learning environment and the supportive administration. The most recent school had a strong academic reputation and administrators who worked for the kids. These two factors set high expectations for me as the teacher as well as for the students. My classroom was an exciting place.

About 14% of the teachers who left because of dissatisfaction cited safety as important to their desire to leave. The following teacher elaborated on her concern:

> Students humiliated teachers with impunity; sometimes even endangering life and limb, frequently property. My wallet was stolen. Two teachers' cars were stolen from the parking lot by students. Most had money and supplies stolen. Such incidents were the norm. I was frequently shouted down when trying to teach. No one was in the office for emergencies. Teachers called 911. This was not education.

B. Job Satisfaction

Respondents were asked how satisfied they were with 26 aspects of their job during their last year of employment in the MCS (using a 4-point response scale that ranged from a "1" for "very dissatisfied" to a "4" for "very satisfied"). These 26 items were averaged to provide mean job satisfaction composite scores for both special and general educators. Job satisfaction composite means were lower for special educators (M=2.60) than general educators (M=2.76). The difference in job satisfaction composite means between general and special educators was statistically significant (t=-2.68, df=1; p < .01). However, it is important to note that there were no differences between special and general educators on job satisfaction on composite means, when controlling for age and race (t=-1.7, df=2; p = .10).

Table 5.7 provides the job satisfaction item and composite means for both special and general educators, ordered from special education highest area of satisfaction to the lowest (also see Exhibits 5.30 and 5.31). As Table 7 shows, the highest means for job satisfaction items among both special educators and general educators included "job security", "autonomy and control over your own classroom," "relationships with colleagues", and "professional caliber of colleagues." There were no significant differences between general and special educators on these four items.

Special and general educators also shared the two lowest job satisfaction means, "support from parents" (sped M=2.11; gened M=2.15) and "nonteaching demands (sped M=1.88; gened M=2.02)." Other low job satisfaction items means among special educators included "availability of resources and equipment for classroom" (M=2.14), "class size" (M=2.19), "facilities/classrooms" (M=2.19), "student discipline and behavior" (M-2.29), "support/recognition from central office administrators" (M=2.32), "student attendance and motivation to learn" (M=2.37), and "the esteem of the community for the teaching profession" (M=2.38). General educators also had relatively low item means in the areas of "student behavior and discipline" (M=2.06), "student attendance and motivation to learn" (M=2.23), and "class size" (M=2.42). For more detail, see Exhibit 5.30.

There were significant differences between general and special educators on individual job satisfaction items (age and race were not controlled for in these analyses). Significant job satisfaction differences between general and special educators are marked with an asterisk (*) on Table 5.7. General educators reported higher job satisfaction than special educators on salary/benefits, facilities/classrooms, support/recognition from building administrators,

Table 5.7

Individual and Composite Job Satisfaction Means for Special and General Educators (See Exhibit 5.31 for More Detail and Standard Errors)

Job Satisfaction Items	Special Education Means*	General Education Means*
Job security	3.33	3.30
Autonomy or control over your own classroom	3.24	3.14
Relationships with colleagues	3.23	3.37
Professional caliber of colleagues	3.03	3.18
Location of school	2.97**	3.15**
Opportunities to use your skills and abilities	2.96	3.01
Intellectual challenge	2.92	3.11
Salary/benefits	2.89**	3.07**
Procedures for evaluating your performance	2.83	2.98
Student progress	2.83	2.68
Support/recognition from building administrators	2.65**	3.00**
Opportunity for professional advancement	2.52	2.98
School learning environment	2.51	2.61
Safety of school environment	2.50	2.63
Your influence over school policies and practices	2.50	2.54
General working conditions	2.49**	2.72**
Number/types of classes	2.47**	2.73**

(Continued)

Table 5.7 (Continued)

Job Satisfaction Items	Special Education Means*	General Education Means*
The esteem of the community for the teaching profession	2.38	2.43
Student attendance and motivation to learn	2.37	2.23
Support/recognition from central office administrators	2.32	2.50
Student discipline and behavior	2.29**	2.06**
Facilities/classrooms	2.19***	2.70***
Class size	2.19**	2.42**
Availability of resources and materials/equipment for your classroom	2.14***	2.87***
Support from parents	2.11	2.15
Nonteaching demands, e.g., meetings and paperwork	1.88	2.02
Total	2.60**	2.76**

* Mean scores are based on four-point scale, ranging from a "1" for "very dissatisfied" to a "4" for "very satisfied."

** Statistically significant difference at $p<.05$ between means of general and special education teachers.

*** Statistically significant difference at $p<.01$ between means of general and special education teachers.

number/types of classes, general working conditions, availability of resources and materials and equipment, class size, and location of school. Special educators had higher levels of job satisfaction than general educators on one item, student discipline and behavior.

C. Incentives to Remain in Memphis

Special and general educators who left because of dissatisfaction were asked to state any actions that the MCS could have taken that would have convinced them to stay. The contents of these written responses were then grouped into logical categories. The results of these analyses are presented in Exhibit 5.29. A wide range of specific incentives were specified under five major headings; administrative support, policies/procedures, physical environment, teacher role/resources, and student placement. Additional responses not fitting into one of the above categories are listed under a sixth heading, i.e., "other."

A wide range of specific incentives were specified under these five headings; however, few were specified by 10% or more of the exiters. As expected, a number of the suggested incentives are closely related to reasons for leaving. For example, reduce paperwork and caseloads, provide aide, and provide greater administrative support are closely related to reasons for leaving.

D. Employment After Exiting

Several questions were included on the questionnaire to determine the employment status and place of employment of exiters after leaving their positions. To assess the current activities of those leaving their classroom positions the following year, teachers were asked to select their current primary and secondary status from a list of 11 options. Table 5.8 outlines the major activities of special and general education exiters (also see Exhibits 5.19 to 5.25). Among those special educators who left the MCS, the majority continued teaching, usually in special education assignments in other districts. Sixty-two percent (62 of 99) of the responding special education exiters were still working in a school system the year after they left. Fifty-five percent (55 of 99) were still teaching in a school system. Thirty-nine percent were teaching special education in other districts; the 16% had transferred to general education teaching positions.

Table 5.8

Major Activities of Special and General Education Exiters, One Year After They Exited (See Exhibits 5.18 and 5.19 for More Detail)

Major Activities of Exiters in Year Following Exiting	**Special Education (N=99)**		**General Education (N=1,158)**	
	N	**%**	**N**	**%**
Still in school system	62	63%	428	37%
a. Teaching	55	56%	332	29%
(1) Special Education	39	39%	0	0%
(2) General education	16	16%	332	29%
b. Administration	7	7%	33	3%
c. Other	1	1%	63	5%
Teaching (not in a school system)	3	3%	76	7%
Homemaking/child-reading	11	11%	69	6%
Employed in occupation outside of education	8	8%	126	11%
Retired	8	8%	297	26%
Unemployed and seeking work	2	2%	79	7%
Attending college/university	2	2%	34	3%
Other	3	3%	18	2%
Nonresponse	0	0%	31	3%

Of the 99 responding exited special educators, 38% (N=40) were not employed in a school system. Their activities included teaching in a setting outside of a school system (3%), homemaking (11%), and unemployed and seeking work (2%), retired (8%), employed outside of education (8%), and other activities (3%).

Of the responding general education exiters, an estimated 37% were still employed by a school system, and 29% were still teaching in a school system. About 7% of the respondents were teaching in positions outside of a school system, 26% had retired, 11% were employed in an occupation outside of education, and 6% were engaged in homemaking and/or child bearing.

Exhibit 5.20 outlines the current place of employment for the exiters. Approximately 40.2% of the special educators and 22.6% of the general educators were still employed in a public school system in Tennessee. Approximately 40% of the exited special education and 30% of the exited general educators were employed either in the MCS or within a one hour drive of the MCS school district (see Exhibit 5.22). Of those special educators who left the MCS, but stayed within an hour drive of the MCS, most were employed in Shelby County. For the general educators, most were employed in Fayette County.

The few special and general education teachers exiters who taught out of state were teaching in a variety of states (e.g., Alaska, Arkansas, Florida, Georgia, Kentucky, Mississippi, Ohio, and South Carolina) (see Exhibit 5.20).

A small number of the special educators who left special education teaching in the MCS remained in the system doing other kinds of work. These teachers were teaching in general education, doing substitute teaching, or employed in administrative positions.

E. **Future Plans**

The questionnaire included several questions about teachers' future plans. One questionnaire item asked both special and general educators how long they planned to remain in teaching. Special educators were also asked how long they planned to remain in special education teaching. Another question asked special and general education teachers to indicate from a list of 13 options, what they hoped to be doing professionally three years from now. Teachers who were not currently teaching were asked whether or not they plan to return to teaching. Results are outlined in Exhibits 5.34 through 5.36.

All special and general educators surveyed were asked: "What do you hope to be doing professionally three years from now?" About 50% of the special educators and 24% of the general educators reported that they plan to be employed as teachers. About 7% of the special educators and 25% of the general educators plan to be retired. The difference between these groups in intention to be teaching is in large part due to the higher percentage of general educators who plan to retire. Homemaking/child-rearing is the anticipated activity for 9% of the special educators and 8% of the general educators. Nine percent of both groups plan to be employed outside of education and about 10% of the special educators and 16% of the general educators plan to be in nonteaching positions such as administration.

Table 5.9 summarizes the plans of special and general educators who are *not* currently employed as teachers. They were asked: "Do you plan to return to special/general education teaching?" Over a quarter (28%) of the special educators who are not currently teaching plan to return to special education teaching (most within a year or two), 43% definitely plan not to return, and 29% are undecided. General educators responded similarly.

F. Retrospective Decision To Teach Again

General and special educators' were asked to respond to the question: "If you could go back to your college days and start over again, would you become a teacher?" For the special educators, 61% indicated that they "certainly would" (37.4%) or "probably would" (23.2%) become a teacher again. About 14% indicated that chances were about even for and against and another 14% indicated that they would not become a special educator again. Only 9% indicated that they certainly ould not become a teacher again. General educators findings were strikingly similar.

G. Reasons For Entering Teaching and Initial Career Intents and Experiences

The questionnaires contained a number of items to assess why these exiters decided to become teachers, their initial intentions for remaining in teaching, and whether they would teach again if they were starting their careers over.

Table 5.9

Special and General Educators' Plans to Return to Teaching (See Exhibit 5.36A for More Detail)

	Special Educators Not Currently Teaching (N=51)	General Educators Not Currently Teaching (N=680)	
Plans to Return to Teaching	**%**	**%**	**(SE)**
Plan to return in a year or two	21.6%	17.4%	(5.4)
Plan to return within 5 years	3.9%	2.7%	(1.8)
Plan to return more than five years	2.0%	8.3%	(4.7)
No, definitely no	43.1%	45.9%	(7.0)
Undecided	29.4%	25.6%	(5.9)
Totals	100.0%	100.0%	

1. Reasons For Becoming a Teacher

The major reasons for becoming a teacher were somewhat similar for the general and special educators (see Exhibits 5.7A and 5.7B). The most frequent responses for the two groups of teachers included: (a) I liked working with young people; (b) I always wanted to or always thought I'd be good at it; (c) I wanted to contribute to society/be of service to others; (d) I liked the vacations, work hours, or job security; and (e) I was inspired or encouraged by my former teachers. For the special educators, 26.31% indicated that "more job opportunities in special education" was an important reason for becoming a teacher.

2. Initial Plans For Remaining in Teaching

Special and general educators were asked, "When you first started teaching, how long did you intend to remain in teaching/special education teaching?" Exhibit 5.8 outlines special and general educators' responses to the question. The majority of respondents indicated that they initially planned to remain in teaching until retirement or for a long time (sped=77%; gened=72%). Relatively few had planned to stay for only a few years or until they had children (see Exhibit 5.8).

3. Would These Teachers Again Choose Teaching?

Exhibit 5.32 shows both general and special educators' responses to the question, "if you could go back to your college days and start over again, would you become a teacher?" Results were similar across special and general educators. About 60% of both the special and general educators indicated that they "certainly would" or "probably would" become a teacher again. Almost half of the special education exiters indicated that they would become a *special education* teacher again and 21% indicated that chances were about even for and against. A quarter indicated that they would "probably not" become a special education teacher, and 4% indicated that they "certainly would not" become a special education teacher.

IV. DISCUSSION

This discussion is organized by the questions addressed in this paper. For purposes of this presentation, the questions have been restated as brief topics.

A. Exit Rates

Approximately 7.5% of teachers left their special education positions each year in the MCS over the three-year period. When retirees were excluded, attrition was close to a percentage point lower over each of the three years. Thus, attrition from the MCS was relatively modest, and the percentage of teachers leaving special education was even smaller. Also, it is important to emphasize that attrition is not necessarily permanent--a number of these teachers plan to return to teaching in a year or two (however, they may not return to the MCS). Even when special educators leave special education teaching in the MCS, administrators reported that they had little difficulty finding qualified replacements. Therefore, it would appear that the MCS does not have a "crisis" in the number of special education teachers leaving their classrooms.

Further, contrary to popular opinion, the attrition rate of special educators was similar to that of general educators for each of the three years. One reason for this finding is due to the high percentage of general educators retiring; i.e., when teachers who left because of retirement or death are excluded, special education teachers' exit rates are about 1.5 percent higher than those of general education teachers. Of course the attrition patterns and reasons for leaving in the MCS may be very different from other urban districts. This suggests the importance of evaluating local conditions and contexts when considering strategies for retaining personnel (Smith-Davis, Burke, & Noel, 1984).

Our findings on attrition rates contrast with previous reports of extremely high estimates of attrition in special education (see American Speech-Language-Hearing Association, et al., 1989). This is not to imply that the MCS should not be concerned about attrition rates. Approximately 7% of special educators left their positions each year, which means that if a similar number continue to leave over a five-year period, the MCS may have to replace up to a third of its teaching force. The time and energy required to recruit, hire, orient, and supervise new personnel is costly. Another concern is that if attrition rates continue to increase as they have for the three years of data collection, the MCS may indeed have troublesome attrition rates in the near future. It is also possible that attrition rates were lower during this period than during other years, due to an overall depressed economy.

The higher proportion of European Americans exiting the MCS is expected based on previous research by Dworkin (1980). Dworkin observed that White faculty were more likely to want to quit urban school positions than Black or Hispanic faculty. He also reported high turnover rates in urban schools among White, middle-class women. Dworkin suggests these women do not want to drive from their suburban neighborhoods and are also afraid to teach in inner-city schools.

B. Reasons for Leaving

A primary purpose of this study is to understand special and general educators' reasons for leaving their teaching positions in the MCS. It was interesting to note that exited special and general educators identified many of the same reasons for leaving their positions. Overall, primary reasons for leaving related to personal/family reasons, dissatisfaction with assignment, and retirement. The importance of viewing attrition in the context of the individual and the lifecycle was confirmed by these findings. For example, the primary reason for leaving was personal/family reasons, presumably factors that the district cannot control. Also, the mean age of special educators was less than general educators, and special educators were less likely to indicate retirement as a reason for leaving.

Special educators gave dissatisfaction as a reason for leaving more often than general educators. The low satisfaction areas identified by special educators as reasons for leaving were remarkably consistent across the three years. Many of the reasons related to role overload (e.g., lack of adequate support staff, class size/case load too large, and too much paperwork). Other frequently mentioned reasons for leaving were related to a lack of support from administrators (both central office and principals). Inappropriate placement of students with disabilities and student discipline problems were also identified as reasons for leaving for both years.

The reasons the MCS teachers gave for leaving are consistent with other research findings (e.g., Billingsley & Cross, 1991; Billingsley, Bodkins, & Hendricks, 1993; McKnab, 1983). Thus, the MCS are not alone in experiencing these difficulties. In fact, there are some striking similarities between this study and one conducted by Billingsley and Cross (1991). Not all areas could be compared due to differences in methodology, definition of attrition, and the response choices for areas of dissatisfaction. Still in spite of differences in study design (e.g., differences in samples, survey items, response choices) there are many similarities. The MCS study and the Billingsley and Cross study show similar percentages for reasons for leaving in the areas of paperwork, inadequate central office and principal support, class size problems, student discipline problems, parents problems, and lack of appreciation/respect.

We were interested in assessing the extent to which safety would be a reason for leaving. Safety was given as a reason for leaving by a relatively small percentage of leavers (14% of special educators and 7% of general educators who left because of dissatisfaction identified "a concern about the "safety of the school environment" as contributing to their decisions to leave). Safety was given as the "first" reason for leaving by only one of the special education respondents and none of the general education respondents. However, though personal safety was not a major reason for actually leaving their positions, it was a source of job dissatisfaction among many of the exiters; i.e., about 51% of the special educators and 42% of the general educators were either "somewhat dissatisfied" or "very dissatisfied" with the safety of their school environment. However, safety concerns were identified far less often as a source of job dissatisfaction than other factors, such as paperwork, students discipline, and class size.

C. Job Satisfaction

Job dissatisfaction has been associated with higher levels of stress (Billingsley & Cross, 1992; Cross & Billingsley, 1994; Sutton & Huberty, 1984), attrition, teacher absenteeism, and illness (Culver, Wolfle, & Cross, 1990). MCS special educators had significantly lower job satisfaction scores than the general educators. However, although special educators were less satisfied than general educators on the job satisfaction composite score, differences between the teaching groups were not significant after controlling for race and age. Previous research findings suggest that job satisfaction is related to age with workers becoming more satisfied as they age (Williams, 1993). This does not suggest that efforts should not be made to improve the satisfaction of special educators, only that we need to acknowledge the different makeup of the special education group (i.e., they are younger and more likely to be European American than the general education sample).

Many of the lowest satisfaction ratings were similar to those areas identified as reasons for leaving. For example, nonteaching demands, class size, student discipline, and support\recognition from central administrators were areas of relatively low satisfaction. However, some low satisfaction areas were rarely mentioned as reasons for leaving. For example, satisfaction with support from parent was very low, yet it was rarely identified as a reason for leaving.

General and special educators' responses on the job satisfaction scale revealed a number of common areas of dissatisfaction. These include nonteaching demands, student discipline and behavior, class size, student attendance and motivation to learn, support from parents, and influence over school policies/practices. It is important to emphasize that many problems faced by special educators are not unique to their circumstances, but are shared by general educators. Therefore, with some problems, like student discipline and behavior, school and system-wide policies might best be implemented to address the problems.

Special and general educators' ratings of job satisfaction in the MCS suggests areas needing improvement. Consideration should be given to procedures for improving student motivation and behavior, reducing nonteaching demands (e.g., paperwork) and class size, and increasing parent involvement and support. For special educators in particular, there is a need to provide additional classroom resources and equipment, improve facilities/classrooms, and provide greater administrative support.

The majority of exiters do not appear to be disillusioned with special education teaching as a career. Approximately 61% of the special education exiters indicated that they either "certainly would" or "probably would" choose special education teaching again as a career. Another encouraging finding is that of those who left to teach in other districts (N=52) about 70% (N=36) were still teaching special education. However, some special educators do appear to be disillusioned with special education teaching. About 23% indicated that they either "would not" or "probably would not" again choose special education teaching as a career.

D. Improving Retention

Not surprisingly, many of the incentives for remaining in special education were related to reasons for leaving and dissatisfaction areas. Reducing paperwork, providing aides, and greater administrative support were frequently mentioned interventions. It is likely that some of these teachers would have been retained had they have been granted transfers. The opportunity to transfer to a more desirable assignment was an incentive suggested by approximately 8% of the special educators.

Work conditions are alterable, unlike personal/family variables. Therefore, one might conclude that improving teachers' work conditions is important to improving retention in the MCS. However, it is important to note that interventions for improving teacher satisfaction would not have had much of an impact on retention in the MCS during the last few years. For example, consider that approximately 22% of the special education exiters gave either "dissatisfaction with assignment" or "dissatisfaction with teaching as a career" as their *primary* reason for leaving (the remaining 75% gave something other than dissatisfaction as their primary reason for leaving). Next assume that the MCS wanted to retain all 22% of these dissatisfied special educators, which includes only about 10 teachers per year. If the MCS could have retained all 10 of these teachers each year, it would not have a great impact on the supply of teachers in the MCS since these 10 teachers represent only about 2% of the MCS special education teaching force. About 62% all of the exited special education teachers indicated that dissatisfaction was "one of the three major reasons" that contributed to their decisions to leave their positions. Even if the improvement of work conditions would have retained all of these exiters, we are still involving only about 5% of the MCS special education teaching force.

We should acknowledge the depressed economic conditions during the period of time that this study was completed. During better times, attrition may well be higher given increased opportunities in other districts and nonteaching fields. Therefore, when the economy improves and there are more opportunities outside of the MCS, dissatisfied teachers may leave in greater numbers.

Of course there are other very important reasons besides teacher retention for improving teachers' work conditions, which include building a motivated, effective, and committed teaching force. It makes more sense to try to improve the work conditions of special educators because it is good for students, programs, and teachers' morale. Working to improve the MCS teaching environment should also assist in attracting qualified teachers.

If work conditions are improved, an increase in teacher retention will likely follow. However, even substantial improvements in work conditions may not keep these teachers, because a substantial percentage left for personal/family reasons or retirement. Further, suburban districts may still remain more attractive than urban settings from a number of perspectives (e.g., location, safety, student population). It is of interest that many of the special and general educators who continued to teach in another school district after they left the MCS, continued to do so in a nearby district. About one-fourth of the continuing special educators and one-third of the "continuing" general educators taught in districts that were within a one-hour drive of the MCS.

Another reason for improving work circumstances is that many teachers who leave, eventually return (Singer, 1993b). Therefore, it is likely that teachers who have positive associations with the MCS will be more likely to return to the district than those who leave because of dissatisfaction.

E. Current Status of Exiters and Future Plans

The majority of exited teachers were not lost to education, rather they have moved to other districts and/or educational positions. A year after leaving, approximately 60% of the special education exiters are still working in a public school system, and about a half were still teaching. Further, a number of the special and general exiters are still employed by the MCS, in a different capacity. This suggests that teacher attrition from special education (not the MCS) was quite low (about half of the overall special education teacher attrition rate in the MCS). That is, between 3.3% and 4.4% of the special education teaching force, depending on the year, actually exited from special education teaching.

Approximately half of the special educators are still teaching (inside and/or outside the MCS), although a number have moved to general education positions. In fact, more of the special educators continued to teach than the general educators and more of the general educators were employed outside of education.

It is clear that while these exiters left their positions, many plan to have long careers in teaching. An analysis of the future plans of the exiters show that many of the exiters plan to remain in teaching for the remainder of their careers. Over half of the special educators and slightly less than half of the general educators who are currently teaching plan to remain "as long as they are able" or "until retirement." And, about one-fourth of the special educators and about one-fifth of the general educators plan to return to teaching within a year or two.

Very few of the exiters are employed in occupations outside of education. Although it is not possible to determine whether this is due to lack of opportunity, few of the exiters indicate that they aspire to non-education occupations.

V. IMPLICATIONS FOR STRATEGIC PLANNING

The findings of this study of exited teachers have the following implications for strategic planning in the MCS:

1. Given the clear patterns found in this study in teachers' reasons for leaving, job satisfaction, and recommendations for change, administrators and teachers must work together to improve work conditions in special education. Key areas to consider include modifying work load, increasing administrative support at both the central office and building levels, providing better facilities and teaching resources, looking at student placement issues, and improving student behavior. Particular attention should be given to areas of low job satisfaction, as well as incentives for staying. These problems are not unique to the MCS staff and have been reported in various other studies of attrition.

2. Addressing special and general educators' areas of concern makes sense, since both groups indicated many of the same areas of dissatisfaction. For example, nonteaching demands, student discipline and behavior, class size, student attendance and motivation to learn, support from parents, and influence over school policies/practices are low satisfaction areas for both general and special educators.

3. Overall, special and general educators were relatively satisfied with their control over their own classroom environment, but much less so with their influence over school policies and practices. This suggests that teachers need to have greater input into the broader policies that affect them.

4. Dissatisfaction with either their teaching assignment or teaching as a career clearly played a bigger role among some leavers than others. Clearly specific school and assignment factors are related to attrition. This suggests the importance of conducting exit interviews to understand why teachers leave in any given year and to encourage strategic planning to address areas of need.

5. Another reason for improving work conditions is that a district's (or school's) reputation for positive working conditions will likely help recruit qualified

teachers. Some attrition is inevitable each year and replacing staff will likely be easier if the work conditions are positive. Further, those teachers who stay in the area and leave for family-related reasons may be more likely to eventually return if they had positive work experiences in the MCS.

6. Improving some work conditions may have very little influence on teacher retention. For example, one of the lowest areas of job satisfaction was parent support; however, improving parent support may not improve retention because teachers rarely gave lack of parent support as a reason for leaving.

7. The opportunity of transferring to other schools within the MCS may keep some teachers from transferring to nearby school districts. Teachers who are not happy with their current assignment may find another one within the MCS more satisfactory. Also, some teachers want to be closer to home or to where their children receive their care and education.

8. The MCS should not necessarily expect to significantly reduce attrition by work-related improvements because teachers gave many different reasons for leaving and some of these variables are virtually impossible to influence. Further, even if the MCS could have prevented the attrition of the dissatisfied teachers who left, these dissatisfied teachers only make up 1-3% of the entire workforce. However, improving work conditions and trying to alleviate dissatisfaction are important for building a motivated, effective, and committed teaching force. A modest increase in retention is a likely byproduct.

EXHIBIT 5.1

Comparison of Three-Year Exiter Study Respondents and Nonrespondents by Race, Gender, Years of Experience, and Career Ladder Status--Using Unweighted Totals for General Education Teachers

	Spec Ed Teachers (Total=145)		Gen Ed Teachers (Unweighted Total=187)	
Teacher Characteristics	**Respondent (Total=104)***	**Nonrespondent (Total=41)***	**Respondent (Total=120)***	**Nonrespondent (Total=67)***
Race				
African American	19.2%	31.7%	40.8%	58.2%
European American	78.8%	65.9%	59.2%	41.8%
Other	1.9%	2.4%	0.0%	0.0%
Gender				
Male	4.8%	2.4%	20.0%	34.3%
Female	95.2%	97.6%	80.0%	65.7%
Career Ladder Status				
Not on ladder	48.1%	51.2%	49.2%	67.2%
Class I	45.2	46.3	40.0%	31.3%
Class II	1.9%	0.0%	4.2%	0.0%
Class III	4.8%	2.4%	6.7%	1.5%
Total Teaching Experience				
4 years or less (Beginners)	33.7%	43.9%	40.0%	52.2%
More than 4 years (Experienced)	66.3%	56.1%	60.0%	47.8%

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* The percentages reported in each column are based on these item response totals.

EXHIBIT 5.2

Comparison of Three-Year Exiter Study Responding and Nonresponding Special Education Teachers by Teaching Assignment

Teacher Characteristics	Special Education Teachers (Total=145) Respondents (Total=99)	 Nonrespondents (Total=46)
Blind/Visual Impairments	1.0%	0.0%
Deaf/Hearing Impairments	5.1%	6.5%
Educable Mental Retardation	14.1%	8.7%
Emotional Disturbances	4.0%	8.7%
Homebound/Hospitalized	2.0%	0.0%
Intellectually Gifted	3.0%	2.2%
Learning Disabilities	51.5%	50.0%
Multiple Disabilities	4.0%	8.7%
Physical Disabilities	2.0%	0.0%
Speech Impairments	4.0%	4.3%
Severe Behavior/Communication Disorders (Autism)	4.0%	4.3%
Trainable Mental Retardation	5.1%	6.5%
Totals	100.0%	100.0%

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EXHIBIT 5.3

Comparison of Three-Year Exiter Study Respondents and Nonrespondents by Age, MCS Teaching Experience, and NTE's

Teacher Characteristics	Spec Ed Teachers (Total=145)		Gen Ed Teachers (Unweighted Total=187)	
	Respondents (Total=99)	Nonrespondents (Total=46)	Respondents (Total=111)	Nonrespondents (Total=76)
Mean Age (as of 1 January of exited school year	37.9	38.9	42.5	39.1
Mean Years of MCS Experience	7.7	6.3	10.8	8.1
Mean NTE Common Score*	581.6 (39)	565.2 (19)	549.0 (14)	513.7 (22)
Mean NTE Core 1982 Battery Scores				
Communication Skills*	660.5 (37)	653.9 (17)	655.3 (27)	652.7 (18)
General Knowledge*	656.8 (37)	647.6 (17)	652.6 (27)	649.9 (19)
Professional Knowledge*	658.9 (38)	651.7 (16)	653.3 (27)	646.2 (17)

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* The number of teachers for whom NTE scores were available for computing each mean is shown in parentheses.

EXHIBIT 5.4

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Marital Status, Spouse Employment Status, and Number and Age of Dependents

Teacher Characteristics	Spec Ed Teachers N	Spec Ed Teachers %	Gen Ed Teachers N*	Gen Ed Teachers %	Gen Ed Teachers (SE)
Marital Status					
Married	68	69.4%	835	76.2%	(5.2)
Widowed, Divorced, or Separated	15	15.3%	157	14.3%	(4.0)
Never Married	15	15.3%	104	9.5%	(3.7)
Totals**	98	100.0%	1096	100.0%	
Spouse Employed					
Not Applicable	30	30.6%	310	26.8%	(5.2)
Yes	64	65.3%	740	64.0%	(5.7)
No	4	4.1%	107	9.3%	(3.1)
Totals**	98	100.0%	1157	100.0%	
Number of Dependents					
Not Applicable	48	51.6%	701	64.6%	(6.0)
One	21	22.6	203	18.7%	(5.9)
Two	22	23.7%	144	13.2%	(3.6)
Three			13	1.2%	(0.8)
Four	2	2.2%	17	1.6%	(1.1)
Five			8	0.7%	(0.7)
Totals**	93	100.0%	1086	100.0%	
Age of Youngest Dependent					
Not Applicable	46	47.4%	701	64.2%	(5.9)
3 years or less	20	20.6%	146	13.3%	(4.1)
4-5 years	4	4.1%	40	3.7%	(2.1)
6-10 years	9	9.3%	100	9.1%	(4.9)
11-19 years	11	11.3%	73	6.7%	(2.1)
20 years or more	7	7.2%	33	3.0	(2.4)
Totals**	97	100.0%	1090	100.0%	

* The N's in this column are weighted.

** There may be differences in the totals for the various characteristics because of item non-response.

EXHIBIT 5.5

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Family's Pretax Income Level and Percentage of Family Income Contributed by Teachers

Family Income Levels	Spec Ed Teachers (Total=88) %	Gen Ed Teachers (Wt'ed Total=1158) %	(SE)
Total Family Pretax Income			
Less than $10,000	0.0%	0.0%	
$10,000-14,999	0.0%	0.7%	(0.5)
$15,000-19,999	3.3%	0.0%	
$20,000-24,999	13.3%	8.7%	(3.5)
$25,000-29,999	10.0%	12.5%	(4.2)
$30,000-34,999	6.7%	8.3%	(2.7)
$35,000-39,999	13.3%	5.6%	(2.3)
$40,000-49,999	18.9%	20.5%	(6.2)
$50,000-59,999	7.8%	16.3%	(4.5)
$60,000-74,999	12.2%	12.4%	(3.9)
$75,000-99,999	8.9%	10.3%	(3.5)
$100,000 or more	5.6%	4.6%	(2.4)
Totals	100.0%	100.0%	

Average Percentage Of Family Income Contributed by Teacher		
Nonresponse	11	66
N	88	1092
Mean	58.8	55.1
Standard Deviation/Standard Error	35.3	3.8

EXHIBIT 5.6

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Years of Teaching Experience and Memphis Background

Teacher Characteristics	Spec Ed Teachers N	Spec Ed Teachers %	Gen Ed Teachers N*	Gen Ed Teachers %	Gen Ed Teachers (SE)
Total Years Full-time Teaching					
2 years or less	19	19.2%	218	19.2%	(4.1)
3-4 years	10	10.1%	160	14.1%	(5.1)
5-10 years	28	28.3%	165	14.5%	(4.1)
11-20 years	28	28.3%	200	17.6%	(3.9)
21 or more years	14	14.1%	393	34.6%	(4.8)
Totals**	99	100.0%	1136	100.0%	
Total Years Full-time Special Education Teaching					
0 years	5	5.2%	1025	95.0%	2.0)
1-2 years	20	20.8%	33	3.1%	(1.4)
3-4 years	9	9.4%	7	0.7%	(0.7)
5-10 years	25	26.0%	14	1.3%	(1.3)
11-20 years	30	31.3%	0	0.0%	(0.0)
21 or more years	7	7.3%	0	0.0%	(0.0)
Totals**	96	100.0%	1079	100.0%	
Grew up in the Memphis Area					
Yes	40	41.2%	447	40.2%	(5.8)
No	57	58.8%	663	59.8%	(5.8)
Totals**	97	100.0%	1110	100.0%	

* The N's in this column are weighted.

** There may be differences in the totals for the various characteristics because of item non-response.

EXHIBIT 5.7A

Distribution of the Number of Reasons That Three-Year Exiter Study Resondents' Gave For Becoming Special or General Education Teachers

Number of Reasons Given	Number of Reasons Why Spec Ed Teachers Became Spec Ed Teachers (Total=99)* %	Number of Reasons Why Gen Ed Teachers Became teachers (Wt'ed Total=1158)* %	(SE)
None	4.0%	5.7%	(2.7)
One	21.2%	11.5%	(3.2)
Two	21.2%	17.2%	(4.4)
Three	27.3%	38.8%	(6.1)
Four	14.1%	16.6%	(4.1)
Five	5.1%	7.6%	(3.1)
Six	4.0	2.6%	(2.2)
Seven	3.0	0.0%	(0.0)
Totals	100.0%	100.0%	

- The percentages reported in these columns are based on these totals.

EXHIBIT 5.7B

Three-Year Exiter Study Resondents' Reasons For Becoming Special or General Education Teachers

	Why Spec Ed Teachers Became Spec Ed Teachers?		Why Gen Ed Teachers Became Teachers?			
	Important Reason (Total=95)*	Most Important Reason (Total=93)*	Important Reason (Weighted Total=1092)*		Most Important Reason (Weighted Total=1060)*	
Reasons	%	%	%	(SE)	%	(SE)
I fell into it by accident.	13.7%	4.3%	5.7%	(2.9)	0.6%	(0.5)
I always wanted to or always thought I'd be good at it.	50.5%	34.4%	53.2%	(6.2)	20.2%	(4.5)
There were more job opportunities in special than general education.	26.3%	11.8%	0.0%	(0.0)	0.4%	(0.5)
I liked the vacations, work hours, or job security.	22.1%	2.2%	42.2%	(6.1)	9.8%	(3.5)
I liked working with young people.	48.4%	14.0%	71.3%	(5.3)	27.9%	(6.1)
I had a family member/friend with a disability.	21.1%	4.3%	0.0%	(0.0)	0.0%	(0.0)
I wanted to contribute to society/ be of service to others.	44.2%	14.0%	60.4%	(6.0)	24.3%	(5.0)
I was inspired or encouraged by my former teachers.	18.9%	2.2%	33.9%	(5.7)	10.4%	(4.0)
My relatives were teachers.	15.8%	2.2%	21.4%	(5.6)	0.9%	(0.6)
I received financial incentives (scholarships or grants) to pursue special education.	7.4%	2.2%	3.9%	(2.5)	0.0%	(0.0)
I got a draft deferment.	0.0%	0.0%	0.4%	(0.4)	0.0%	(0.0)
Other.	14.7%	8.6%	7.3%	(2.4)	5.5%	(2.2)

* The percentages reported in each column are based on these item response totals and they may total more than 100 because of multiple responses.

EXHIBIT 5.8

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Length of Time They Initially Intended to Remain in Teaching

	Spec Ed Teachers Remain In Spec Ed Teaching (Total=95)* %	Gen Ed Teachers Remain In Gen Ed Teaching (Weighted Total=1080)* %	(SE)
When you first started teaching, how long did you intend to remain in teaching/special education teaching?			
Until retirement.	46.3%	50.1%	(5.7)
For a long time.	30.5%	21.1%	(4.7)
For a few years only.	8.4%	8.0%	(3.3)
Until I had children.	6.3%	11.3%	(3.1)
I can't remember/I'm not sure.	8.4%	9.6%	(3.6)
Totals	100.0%	100.0%	

- The percentages reported in these columns are based on these totals.

EXHIBIT 5.9

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Highest Degree Earned

Highest Degree Earned	Spec Ed Teachers (Total=98)* %	Gen Ed Teachers (Weighted Total=1120)* %	(SE)
B.A. or B.S.	41.8%	55.3%	(5.4)
Master's Degree.	54.1%	43.1%	(5.4)
Ed.S.	1.0%	1.1%	(1.1)
Ph.D. or Ed.D.	3.1%	0.5%	(0.5)
Totals	100.0%	100.0%	

* The percentages reported in these columns are based on these totals.

EXHIBIT 5.10

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Teaching Preparation

Teaching Preparation	Spec Ed Teachers (Total=99)* %	Gen Ed Teachers (Weighted Total=1120)* %	(SE)
Completed a bachelor's degree in special education.	50.5%	1.6%	(1.1)
Completed a bachelor's degree in a teaching field other than special education.	29.3%	79.9%	(4.5)
Completed a bachelor's degree in a nonteaching field.	8.1%	8.6%	(3.4)
Completed a master's degree in special education.	32.3%	0.0%	(0.0)
Completed a master's degree in a teaching field other than special education.	20.2%	37.1%	(5.3)
Completed a master's degree in a nonteaching field.	8.1%	6.8%	(3.3)
Participated in an "alternative program" for certifying teachers who already have a bachelor's degree in a field other than education.	2.0%	2.3%	(1.1)
Other.	15.2%	6.7%	(2.8)

* The percentages reported in these columns are based on these response totals and may exceed 100% because of multiple responses.

EXHIBIT 5.11

Comparison of Responding Three-Year Exiter Study Special and General Education Teachers by Licensure/Certification Status When Accepted First Teaching Position

Licensure/Certification	Certification When Spec Ed Teachers Accepted First Spec Ed Teaching Position (Total=99)* %	Certification When Gen Ed Teachers Accepted First Teaching Position (Weighted Total=1120)* %	(SE)
Fully certified to teach.	NA**	59.1%	(5.9)
Fully certified to teach special education.	60.6%	NA**	
Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period).	19.2%	36.5%	(5.8)
Temporary or provisional certification (required some additional coursework before regular certification could be obtained).	16.2%	4.4%	(1.9)
Emergency certification (required substantial coursework before regular certification could be obtained).	4.0%	0.0%	(0.0)
Totals	100.0%	100.0%	

* The percentages in these columns are based on these totals.

** Special education teachers were asked if they were "fully certified to teach special education", whereas general education teachers were asked only if they were "fully certified to teach".

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EXHIBIT 5.12

Catetories of Students Taught by Exited Special Education Teachers

Student Categories	Primary Category %*	Second Category %*	Third Category %*	Fourth Category %*
Not Applicable	0.0%	31.3%	48.5%	69.7%
Learning disabilities	43.4%	11.1%	3.0%	3.0%
Speech/language impairments	3.0%	3.0%	2.0%	4.0%
Emotional disturbances	4.0%	8.1%	19.2%	6.1%
Educable mental retardation	16.2%	0.0%	8.1%	2.0%
Trainable mental retardation	4.0%	2.0%	4.0%	5.1%
Severe/profound mental retardation	3.0%	0.0%	0.0%	0.0%
Deaf/hearing impairments	5.1%	0.0%	0.0%	0.0%
Blind/visual impairments	1.0%	0.0%	1.0%	1.0%
Deaf-Blind	0.0%	0.0%	0.0%	0.0%
Autism	2.0%	2.0%	1.0%	2.0%
Traumatic brain injuries	0.0%	0.0%	0.0%	0.0%
Physical disabilities (orthopedic impairments)	2.0%	0.0%	2.0%	2.0%
Multiple disabilities	3.0%	3.0%	1.0%	1.0%
Health impairments	2.0%	2.0%	3.0%	2.0%
Developmental delays	0.0%	2.0%	7.1%	2.0%
Pre-school disabilities	1.0%	1.0%	0.0%	0.0%
Gifted and talented	3.0%	1.0%	0.0%	0.0%
Other	7.1%	0.0%	0.0%	0.0%
Totals	100.0%	100.0%	100.0%	100.0%

* The percents in each column are based on a total of 99 exiters.

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EXHIBIT 5.13

Service Delivery Model Used by Exited Special Education Teachers by Whether Or Not Classes Have Multiple Categories of Students

Service Delivery Model	Type of Model Used N	Type of Model Used %	Have Different Categories of Students In Same Class at Same Time? Yes %	No %
Itinerant	0	0.0%	0.0%	0.0%
Resource	42	42.9%	78.6%	21.4%
Combined resource/self-contained	8	8.2%	100.0%	0.0%
Self-contained	40	40.8%	65.0%	35.0%
Home-based instruction	0	0.0%	0.0%	0.0%
Other (e.g., hospital or residential center)	8	8.2%	50.0%	50.0%
Totals	98	100.0%	72.0%	28.0%

NOTE: All percentages in each row are based on the row total.

EXHIBIT 5.14

Primary "Last Year" Classroom Assignments of Sample of Exited General Education Teachers

Primary Assignments	%*	SE
Not applicable (on maternity leave)	1.7%	1.6
Special Education	0.7%	0.8
Early Childhood Education	2.6%	1.6
Kindergarten	1.5%	1.1
Elementary	47.7%	4.9
Reading (e.g., Chapter 1)	0.0%	0.0
English/Journalism, etc.	3.8%	2.4
Social Studies/Religion/Psychology, etc.	1.2%	1.1
Mathematic	5.6%	2.5
Sciences	5.2%	2.4
Foreign Languages	5.4%	3.2
English as a Second Language	0.1%	0.1
Health/Physical Education	6.0%	4.7
Art/Music/Drama	6.2%	3.1
Vocational/Business Education	4.0%	1.6
Other	8.2%	2.6
Totals	100.0%	

- Percentages in this column are based on a weighted total of N=1137 exiters.

EXHIBIT 5.15

Comparison of Exited Special and General Education Teachers by Grade Level Assignment and Number of Students Served In Last Semester Taught

	Spec Ed Teachers						Gen Ed Teachers					
		Total Students Served			Average Student Class Size			Total Students Served			Average Student Class Size	
Grade Level Taught	N	Mean	SD	N	Mean	SD	N*	Mean	SE	N*	Mean	SE
Elementary	63	25.9	17.0	61	12.2	6.3	587	70.9	32.1	584	24.7	0.8
Middle	11	25.5	16.3	11	14.5	2.9	104	143.9	30.6	125	26.3	1.4
Secondary	15	47.1	27.9	14	13.1	5.6	312	135.1	8.9	312	29.4	1.6
Mixed**	5	24.8	11.5	5	7.0	4.5	9	26.1	1.4	9	23.6	1.1
Totals	94	29.2	20.2	91	12.3	5.9	1012	97.8	19.5	1030	26.3	0.7

* The N's in these columns are weighted.

** This designation includes teachers assigned to special schools or multi-grade schools that can not be simply classified as being an elementary, middle, or high school.

EXHIBIT 5.16

Type and Number of Schools in Which Exited Special Education Teachers Taught

			Number of Schools Taught In				
Type of School	N	(%)	One %*	Two %*	Three %*	Four %*	Five %*
Full Time in Special School	11	(11.5%)	90.9%	9.1%	0.0%	0.0%	0.0%
Part Time in Special School	3	(3.1%)	33.3%	33.3%	0.0%	33.3%	0.0%
In Regular School	82	(85.4%)	78.0%	15.9%	2.4%	1.2%	2.4%
Totals	96	(100.0%)	78.1%	15.6%	2.1%	2.1%	2.1%

* Percents in these columns are based on row totals.

EXHIBIT 5.17

Number of Full-Time Special Educators in Regular Schools In Which Exited Special Education Teachers Taught

	Teachers Teaching in a Single Regular School %*
Number of full-time special educators	
None	14.1%
One	15.6%
Two	14.1%
Three	17.2%
Four	6.3%
Five	9.4%
Six	7.8%
Seven	6.3%
Nine	1.6%
Ten	3.1%
Thirteen	1.6%
Nonresponse	3.1%
Totals	100.0%

- * These percentages are based on a total of 64 (or 66.7%) exited special education teachers who taught in one regular school; 14.6% of the exited teachers taught in a special school and 18.8% taught in more than one regular school.

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EXHIBIT 5.18

Type of Employment for Exited Special Education Teachers In the Year After Exiting

Primary Employment Status	N	(%)	Teaching Special Education In a School System %*	 Not In a School System %*	Not Teaching Special Education %*
Teaching in an elementary school.	27	(27.3%)	59.3%	0.0%	40.7%
Teaching in a middle school.	15	(15.2%)	86.7%	0.0%	13.3%
Teaching in a high school.	6	(6.1%)	66.7%	0.0%	33.3%
Teaching (level unknown)	6	(6.1%)	50.0%	33.3%	16.7%
Employed in a general education administrative position.	4	(4.0%)	0.0%	0.0%	100.0%
Employed in a special education administrative position.	3	(3.0%)	0.0%	33.3%	66.7%
Employed in an elementary or secondary school with an assignment OTHER than teaching.	1	(1.0%)	0.0%	0.0%	100.0%
Employed in an occupation outside of elementary or secondary education.	8	(8.1%)	0.0%	0.0%	100.0%
Attending a college or university.	2	(2.0%)	0.0%	0.0%	100.0%
Homemaking and/or child rearing.	11	(11.1%)	0.0%	0.0%	100.0%
Retired.	8	(8.1%)	0.0%	0.0%	100.0%
Unemployed, but seeking work.	2	(3.0%)	0.0%	0.0%	100.0%
Other	6	(6.1%)	50.0%	0.0%	50.0%
Totals	99	100.0%	39.4%	3.0%%	57.6%

* Percentages in these columns are based on row totals.

EXHIBIT 5.19

Type of Employment for Exited General Education Teachers In the Year After Exiting

			Teaching					
			In a School System		Not In a School System		Not Teaching	
Primary Employment Status	N	(%)	%*	(SE)	%*	(SE)	%*	(SE)
Nonresponse	31	(2.7%)	0.0%	(0.0)	0.0%	(0.0)	15.4%	(15.1)
Teaching in an elementary school.	165	(14.2%)	71.2%	(14.0)	28.8%	(14.0)	0.0%	(0.0)
Teaching in a middle school.	12	(1.0%)	100.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)
Teaching in a high school.	164	(14.2%)	97.1%	(3.1)	2.9%	(3.1)	0.0%	(0.0)
Other teaching (substitute).	69	(5.9%)	63.4%	(17.7)	36.6%	(17.7)	0.0%	(0.0)
Employed in a general education administrative position.	33	(2.9%)	0.0%	(0.0)	0.0%	(0.0)	100.0%	(0.0)
Employed in a special education administrative position.	0	(0.0%)	0.0%	(0.0)	0.0%	(0.0)	0.0%	(0.0)
Employed in an elementary or secondary school with an assignment OTHER than teaching.	63	(5.5%)	0.0%	(0)	0.0%	(0.0)	100.0%	(0.0)
Employed in an occupation outside of elementary or secondary education.	126	(10.9%)	9.4%	(7.1)	0.0%	(0.0)	90.6%	(7.1)
Attending a college or university.	34	(2.9%)	23.8%	(24.7)	0.0%	(0.0)	76.2%	(24.7)
Homemaking and/or child rearing.	69	(5.9%)	0.0%	(0.0)	0.0%	(0.0)	100.0%	(0.0)
Retired.	297	(25.7%)	0.0%	(0.0)	0.0%	(0.0)	100.0%	(0.0)
Unemployed, but seeking work.	79	(6.8%)	0.0%	(0.0)	0.0%	(0.0)	100.0%	(0.0)
Other	18	(1.5%)	0.0%	(0.0)	0.0%	(0.0)	100.0%	(0.0)
Totals	1158	(100.0%)	30.4%**	(5.5)	6.7%**	(2.8)	60.7%**	(5.7)

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* Percentages in these columns are based on row totals, which are weighted.

** The sum of these column totals is 97.8%, as opposed to 100.0%, because of nonresponses to questionnaire items that indicate whether or not respondents were employed as teachers.

EXHIBIT 5.28

Comparison of Exited Special and General Education Teachers by Place of Employment In Year After Exiting

Current Place of Employment	Spec Ed Teachers (Total=97)* %	Gen Ed Teachers (Weighted Total=1128)* %	SE
A public school system in Tennessee	40.2%	22.6%	5.3
A public school system outside of Tennessee			
Alabama	1.0%	0.0%	0.0
Alaska	1.0%	0.0%	0.0
Arkansas	2.1%	2.7%	2.3
Florida	1.0%	0.0%	0.0
Georgia	2.1%	0.7%	0.7
Illinois	0.0%	0.7%	0.7
Kentucky	0.0%	0.4%	0.5
Missouri	1.0%	0.0%	0.0
Mississippi	1.0%	7.5%	3.2
Ohio	1.0%	2.1%	2.1
South Carolina	2.1%	0.8%	0.8
Unspecified	2.1%	1.8%	1.1
A private school in Tennessee	5.2%	0.0%	0.0
A private school outside of Tennessee	1.0%	0.0%	0.0
Community College	0.0%	0.4%	0.4
Special Day School	1.0%	0.0%	0.0
State Tech Part-Time	0.0%	0.7%	0.7
Clark County School, NV	0.0%	0.1%	0.1
Not Employed By a School System	38.1%	59.9%	5.7
Unemployed	0.0%	0.4%	0.4
Totals	100.0%	100.0%	

- Column percentages are based on these totals.

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EXHIBIT 5.21

Comparison of Exited Special and General Education Teachers Who Were Employed by a School System In the Year After Exiting by Type of Community In Which That School (Work place) is Located

Type of Community	Spec Ed Teachers (N=98)* %	Gen Ed Teachers (N=1127)* %	SE
Not employed by a school system	37.8%	60.2%	5.7
Employed by a school system			
A rural or farming community	4.1%	10.1%	5.0
A small city or town of fewer than 50,000 people that is not a suburb of a larger city	9.2%	4.6%	2.9
A medium-sized city (50,000 to 100,000 people)	5.1%	1.4%	1.0
A suburb of a medium-sized city	2.0%	0.0%	0.0
A large city (100,000 to 500,000 people)	11.2%	4.3%	1.8
A suburb of a large city	2.0%	8.9%	3.4
A very large city (over 500,000 people)	24.5%	7.8%	2.4
A suburb of a very large city	1.0%	1.7%	1.3
A military base or station	1.0%	0.0%	0.0
An Indian reservation	0.0%	0.0%	0.0
Nonresponse	2.0%	0.9%	0.8
Totals	100.0%	100.0%	

* Column percentages are based on these totals, which are weighted for the General Education Teachers.

EXHIBIT 5.22

Comparison of Exited Special and General Education Teachers Employed in the MCS or In a District a One Hour Drive of the MCS by the Location of that School District

School District Location	Spec Ed Teachers (N=99)* %	Gen Ed Teachers (Weighted N=1158)* %	SE
Not Employed in the MCS or in a School District Within One Hour Drive of the MCS.	58.6%	70.4%	5.7
Employed in:			
Desoto County,MS	2.0%	1.0%	1.0
Fayette County,TN	0.0%	5.9%	4.7
Haywood County, TN	0.0%	0.7%	0.7
Hughes School District,TN	0.0%	0.4%	0.4
Lauderdale County,TN	0.0%	0.7%	0.7
Memphis City,TN	30.3%	10.6%	2.8
Mid South Hospital,TN	1.0%	0.0%	0.0
Morris-Wilson Campus School, TN	1.0%	0.0%	0.0
Oxford	0.0%	1.0%	1.0
Panola	0.0%	2.6%	2.5
Shelby County,TN	7.1%	2.2%	1.5
West Memphis,AR	0.0%	2.3%	2.3
Non-Response	0.0%	2.2%	1.3
Totals	100.0%	100.0%	

- Column percentages are based on these totals.

EXHIBIT 5.23

Comparison of Exited Special and General Education Teachers Who Were Employed as Teachers In the Year After Exiting By Their Primary Assignment Areas Just Prior to Exiting

Primary Teaching Assignment	Spec Ed Teachers (Total=99) %	Gen Ed Teachers (Weighted Total=1158) %	(SE)
Not Employed as a Teacher in a School System	37.4%	61.3%	(5.6)
Teaching In a School System:			
Special Education	38.4%	3.3%	(2.6)
Early Childhood Education	0.0%	0.4%	(0.4)
Kindergarten	0.0%	2.7%	(1.4)
Elementary	7.1%	6.9%	(2.2)
Reading (e.g., Chapter 1)	0.0%	0.7%	(0.7)
English/Journalism, etc.	3.0%	0.4%	(0.4)
Engish/Journalism & Mathematics	1.0%	0.0%	(0.0)
Social Studies/Religion/Psychology, etc.	1.0%	1.0%	(1.0)
Social Studies & Physical Education	0.0%	0.0%	(0.0)
Mathematics	2.0%	1.7%	(1.0)
Sciences	0.0%	0.9%	(0.8)
Foreign Languages	0.0%	5.4%	(3.2)
English as a Second Language	0.0%	0.1%	(0.1)
Health/Physical Education	0.0%	5.9%	(4.6)
Art/Music/Drama	0.0%	0.5%	(0.5)
Vocational/Business Education	1.0%	0.6%	(0.5)
Allied Health Science	0.0%	0.8%	(0.6)
Substitute Teacher	1.0%	2.1%	(1.1)
Other	0.0%	2.2%	(1.2)
Nonresponse	10.1%	7.1%	(2.5)
Totals	102.0%*	104.0%*	

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* Percentages total more than 100 because of multiple responses.

EXHIBIT 5.24

Catetories of Students Taught the Year After Exiting by Those Exited Special Education Teachers Who Taught Special Education the Year After Exiting the MCS*

Student Categories	Primary Category	Second Category	Third Category	Fourth Category
Nonresponse	0.0%	45.0%	70.0%	85.0%
Learning disabilities	47.5%	12.5%	2.5%	0.0%
Speech/language impairments	2.5%	2.5%	5.0%	0.0%
Emotional disturbances	7.5%	2.5%	7.5%	0.0%
Educable mental retardation	12.5%	22.5%	5.0%	2.5%
Trainable mental retardation	2.5%	2.5%	2.5%	2.5%
Severe/profound mental retardation	0.0%	5.0%	2.5%	0.0%
Deaf/hearing impairments	7.5%	0.0%	0.0%	0.0%
Blind/visual impairments	2.5%	0.0%	0.0%	0.0%
Deaf-Blind	0.0%	0.0%	0.0%	0.0%
Autism	0.0%	0.0%	0.0%	0.0%
Traumatic brain injuries	0.0%	0.0%	0.0%	0.0%
Physical disabilities(orthopedic impairments)	0.0%	0.0%	0.0%	2.5%
Multiple disabilities	7.5%	0.0%	2.5%	2.5%
Health impairments	0.0%	2.5%	2.5%	2.5%
Developmental delays	0.0%	2.5%	0.0%	0.0%
Pre-school disabilities	2.5%	0.0%	0.0%	0.0%
Gifted and talented	2.5%	2.5%	0.0%	2.5%
Other	5.0%	0.0%	0.0%	0.0%
Totals	100.0%	100.0%	100.0%	100.0%

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* Percentages are based on a total of 40 exited special education teachers who taught special education the year after exiting. This total is 40.4% of the 99 exited special education teachers. The remaining 59.6% of the 99 exited special education teachers did not teach special education the year after exiting.

EXHIBIT 5.25

Service Delivery Model and Type of School Used the Year After Exiting by Those Special Education Teachers Who Taught Special Education the Year After Exiting the MCS*

	Type of School in Which Teaching			
Service Delivery Model	Regular School	Full Time in Special School	Part Time in Special School	Totals
Itinerant	2.5%	0.0%	0.0%	2.5%
Resource	25.0%	5.0%	0.0%	30.0%
Combined resource/self-contained	20.0%	2.5%	0.0%	22.5%
Self-contained	20.0%	12.5%	2.5%	35.0%
Home-based instruction	2.5%	0.0%	0.0%	2.5%
Other	2.5%	2.5%	2.5%	7.5%
Totals	72.5%	22.5%	5.0%	100.0%

- Percentages are based on a total of 40 exited special education teachers who taught special education the year after exiting. This total is 40.4% of the 99 exited special education teachers.

EXHIBIT 5.26

Important Reasons for Which Special and General Education Teachers Exited Their Classroom Positions

Reasons for Leaving	First Reason*	Second Reason*	Third Reason*	Top Three Reasons*
Family or personal move.				
Spec Ed Teachers	25.0%	2.0%	1.0%	28.0%
Gen Ed Teachers	19.8% (4.8)	0.3% (0.2)	4.9% (2.6)	25.0% (5.1)
Pregnancy/child rearing.				
Spec Ed Teachers	5.0%	6.0%	0.0%	11.0%
Gen Ed Teachers	5.0% (2.5)	0.0% (0.0)	0.0% (0.0)	5.0% (2.5)
Health.				
Spec Ed Teachers	2.0%	0.0%	0.0%	2.0%
Gen Ed Teachers	1.0% (0.8)	4.2% (2.4)	1.8% (1.2)	7.0% (2.8)
To retire.				
Spec Ed Teachers	5.0%	1.0%	0.0%	6.0%
Gen Ed Teachers	26.8% (4.5)	4.3% (2.5)	0.0% (0.0)	31.1% (4.5)
To pursue another education-related career				
Spec Ed Teachers	11.0%	1.0%	0.0%	12.0%
Gen Ed Teachers	7.0% (2.4)	1.2% (0.9)	0.7% (0.7)	8.9% (2.6)
To pursue a career outside of education.				
Spec Ed Teachers	2.0%	4.0%	2.0%	8.0%
Gen Ed Teachers	3.0% (2.4)	1.4% (1.0)	0.0% (0.0)	4.4% (2.6)
For better salary or benefits.				
Spec Ed Teachers	1.0%	8.0%	2.0%	11.0%
Gen Ed Teachers	0.4% (0.4)	2.3% (1.4)	0.1% (0.1)	2.8% (1.4)
For an even better teaching assignment.				
Spec Ed Teachers	9.0%	7.0%	2.0%	18.0%
Gen Ed Teachers	3.8% (1.8)	4.3% (2.5)	1.8% (1.3)	9.9% (3.3)
Dissatisfied with assignment.				
Spec Ed Teachers	19.0%	24.0%	8.0%	51.5%
Gen Ed Teachers	10.7% (3.2)	5.6% (1.9)	7.0% (3.2)	23.2% (4.4)
Dissatisfied with teaching as a career.				
Spec Ed Teachers	3.0%	3.0%	5.0%	11.0%
Gen Ed Teachers	1.6% (1.1)	8.8% (3.6)	1.1% (0.9)	11.5% (3.8)

(continued)

Exhibit 5.24 (continued)

Reasons for Leaving	First Reason*		Second Reason*		Third Reason*		Top Three Reasons*	
Return to school full time to take courses to improve career opportunities in the field of special education.								
Spec Ed Teachers	0.0%		1.0%		0.0%		1.0%	
Gen Ed Teachers	0.0%	(0.0)	0.0%	(0.0)	0.1%	(0.1)	0.1%	(0.1)
Return to school full time to take courses to improve career opportunities in the field of education.								
Spec Ed Teachers	0.0%		0.0%		1.0%		1.0%	
Gen Ed Teachers	0.7%	(0.5)	1.2%	(1.2)	0.0%	(0.0)	1.8%	(1.3)
Return to school full time to take courses to improve career opportunities outside the field of education.								
Spec Ed Teachers	1.0%		0.0%		1.0%		2.0%	
Gen Ed Teachers	0.0%	(0.0)	0.5%	(0.5)	0.5%	(0.4)	1.0%	(0.7)
To take sabbatical or other break from teaching.								
Spec Ed Teachers	0.0%		1.0%		0.0%		1.0%	
Gen Ed Teachers	1.5%	(1.0)	2.5%	(1.4)	3.5%	(2.1)	7.5%	(2.7)
School staffing action (e.g., reduction-in-force, school closing, school reorganization, reassignment).								
Spec Ed Teachers	5.0%		1.0%		1.0%		7.0%	
Gen Ed Teachers	2.9%	(1.3)	0.4%	(0.4)	0.0%	(0.0)	3.4%	(1.4)
Other								
Spec Ed Teachers	8.0%		5.0%		4.0%		15.0%**	
Gen Ed Teachers	15.3%	(5.3)	3.9%	(2.5)	3.2%	(2.4)	22.4%	(5.9)
Nonresponse								
Spec Ed Teachers	3.0%		35.0%		72.7%		3.0%	
Gen Ed Teachers	0.4%	(0.4)	59.3%	(5.8)	75.2%	(5.2)	0.4%	(0.4)

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* The percentages in each of these columns are based on either a total of 99 special education teachers or a weighted total of 1158 general education teachers. The percentages in the "Top Three Reasons" column total more than 100 because of multiple responses.

** Two teachers answered "Other" as a first and second or third reason so this percentage is 15 rather than 17, the sum of the percentages of teachers indicating this reason as a first, second, or third choice.

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EXHIBIT 5.27

Areas of Dissatisfaction With Their Teaching Assignment or With Teaching Expressed As a Career, as Expressed by Exited Special and General Education Teachers

Areas of Dissatisfaction	Spec Ed Teachers (Total=99) Important Areas %*	Spec Ed Teachers (Total=99) Most Important Area %*	Gen Ed Teachers (Weighted Total=1158) Important Areas %*	(SE)	Gen Ed Teachers (Weighted Total=1158) Most Important Area %*	(SE)
Nonresponse	4.0%	7.1%	3.1%	(1.6)	3.5%	(1.7)
None	38.4%	38.4%	66.0%	(5.3)	66.0%	(5.3)
Poor opportunity for professional advancement	4.0%	3.0%	1.5%	(1.0)	0.0%	(0.0)
Inadequate support from central administration	25.3%	8.1%	9.5%	(3.6)	0.7%	(0.7)
Inadequate support from principal(s)	20.2%	7.1%	12.1%	(3.6)	6.2%	(2.6)
Lack of adequate support staff (e.g., aides, clerical assistants)	27.3%	3.0%	4.6%	(2.2)	0.0%	(0.0)
Inadequate facilities or classrooms	22.2%	1.0%	9.8%	(3.6)	0.0%	(0.0)
Unsafe working environment	14.1%	1.0%	7.2%	(2.9)	0.0%	(0.0)
Lack of influence over school/district policies and practices	8.1%	0.0%	7.7%	(3.5)	0.0%	(0.0)
Lack of control over own classroom	4.0%	1.0%	8.5%	(3.4)	0.0%	(0.0)
Inappropriate placement of students with disabilities	25.3%	6.1%	6.3%	(2.7)	0.7%	(0.7)
Inadequate program design or curriculum	14.1%	2.0%	3.6%	(2.4)	0.7%	(0.7)
Lack of professional competence of colleagues	4.0%	0.0%	5.2%	(3.2)	0.0%	(0.0)
Poor student attendance or motivation to learn	11.1%	0.0%	18.1%	(4.8)	4.7%	(3.0)
Lack of student progress	3.0%	0.0%	4.2%	(2.4)	0.0%	(0.0)
Lack of sense of accomplishment	11.1%	3.0%	11.4%	(3.8)	0.0%	(0.0)
Demands of working with special education students	13.1%	0.0%	2.2%	(1.2)	0.0%	(0.0)
Class size/case load too large	32.3%	5.1%	13.0%	(4.0)	0.0%	(0.0)
Student discipline problems	18.2%	1.0%	18.8%	(4.7)	7.0%	(3.3)
Poor relations and interactions with other teachers	2.0%	1.0%	0.7%	(0.7)	0.0%	(0.0)

(continued)

Exhibit 5.27 (continued)

	Spec Ed Teachers (Total=99)		Gen Ed Teachers (Weighted Total=1158)			
	Important Areas	Most Important Area	Important Areas		Most Important Area	
Areas of Dissatisfaction	%*	%*	%*	(SE)	%*	(SE)
Too much paperwork	28.3%	3.0%	7.2%	(3.3)	0.0%	(0.0)
Too many nonteachingresponsibilities	12.1%	2.0%	3.4%	(2.3)	0.0%	(0.0)
Monotony/routine of job	2.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Poor salary and fringe benefits	4.0%	1.0%	2.0%	(1.7)	0.4%	(0.4)
Lack of challenge/opportunities for growth	5.1%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Lack of appreciation/respect	14.1%	0.0%	12.7%	(4.1)	2.5%	(1.5)
Problems with parents	4.0%	0.0%	6.2%	(2.8)	0.0%	(0.0)
Stress associated with teaching	13.1%	1.0%	16.6%	(4.1)	6.6%	(2.5)
Did not want to teach resource	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Could not get a desirable transfer	1.0%	0.0%	0.4%	(0.4)	0.0%	(0.0)
Only special education teacher in school/no one for support	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Regular teachers' attitudes toward disabled	2.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Harassment/retaliation from central office	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Hostile school environment	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Involuntary transfer (s)	0.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Inadequate teaching materials/supplies	4.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Viewed as a babysitter by general education staff	2.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Too many different levels in classroom	2.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Students have complex needs	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Too much testing	1.0%	0.0%	0.7%	(0.7)	0.0%	(0.0)
Became burned out	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Interim position could not stay because of race	0.0%	0.0%	0.4%	(0.4)	0.0%	(0.0)
Stress	0.0%	0.0%	2.2%	(2.1)	0.0%	(0.0)
Prefer working with younger students	1.0%	0.0%	0.0%	(0.0)	0.0%	(0.0)
Other (generally not applicable)	13.1%	5.1%	5.8%	(2.6)	1.0%	(1.0)

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* The percentages reported in these columns may total more than 100 because of multiple responses.

EXHIBIT 5.28

Comparison of Exited Study Special and General Education Teachers by the Number of Areas of Dissatisfaction They Had With Their Teaching Assignment or With Teaching as a Career

Number of Areas of Dissatisfaction	Spec Ed Teachers (Total=99) %	Gen Ed Teachers (Weighted Total=1158) %	SE
Nonresponse	4.0%	3.1%	(1.6)
None	38.4%	66.0%	(5.3)
One	0.0%	2.4%	(1.2)
Two	6.1%	2.7%	(2.3)
Three	4.0%	2.5%	(1.4)
Four	9.1%	4.3%	(2.5)
Five	10.1%	5.9%	(2.5)
Six	7.1%	0.0%	(0.0)
Seven	4.0%	4.3%	(2.3)
Eight	4.0%	0.0%	(0.0)
Nine	2.0%	3.0%	(2.4)
Ten	4.0%	0.7%	(0.7)
Eleven	4.0%	3.0%	(1.6)
Twelve	1.0%	0.0%	(0.0)
Thirteen	1.0%	0.0%	(0.0)
Fourteen	1.0%	0.0%	(0.0)
Fifteen	0.0%	0.0%	(0.0)
Sixteen	0.0%	0.0%	(0.0)
Eighteen	0.0%	2.2%	(2.2)
Totals	100.0%	100.0%	

EXHIBIT 5.29

Comparison of the Recommendations Made by Exited Special and General Education Teachers for Retaining Teachers

	Recommendations	Spec Ed Teachers (Total=99)* %	Gen Ed Teachers (Weighted Total=1158)* %	(SE)
Administrative Support				
1.	Greater support from administration (general)	4.5%	1.8%	(1.3)
2.	Geater support from central administration	3.4%	0.0%	(0.0)
3.	Greater support from school administration (e.g., principal)	1.1%	6.8%	(3.4)
4.	Greater support from administration for behavior problems	1.1%	7.4%	(2.5)
Policies/Procedures				
5.	Appropriate administration policies (e.g., grades/attend)	1.1%	0.0%	(0.0)
6.	Clear administration policies	2.3%	0.0%	(0.0)
7.	Increase salary/benefits	6.8%	3.5%	(2.3)
8.	Not forced to leave (e.g., retired/discontinued position	1.1%	1.0%	(0.7)
9.	Opportunities for transfer	2.3%	0.0%	(0.0)
10.	Transfer to another school (e.g., near home)	2.3%	7.2%	(2.6)
11.	Transfer to more desirable assignment	4.5%	2.4%	(1.7)
12.	Not used	0.0%	0.0%	(0.0)
13.	Opportunities for promotion	2.3%	1.5%	(1.5)
14.	Guaranteed position for next year	2.3%	0.0%	(0.0)
15.	Waive NTE requirements	0.0%	5.7%	(3.6)
16.	Eliminate courses required for certification	0.0%	0.2%	(0.2)
17.	Create reasonable schedule for preschool children	2.3%	0.0%	(0.0)
Physical Environment				
18.	Larger classroom	2.3%	0.0%	(0.0)
19.	Better facilities	0.0%	1.0%	(1.0)
20.	Not have to share classroom with another class	2.3%	0.0%	(0.0)

(continued)

Exhibit 5.29 (continued)

Recommendations		Spec Ed Teachers (Total=99)* %	Gen Ed Teachers (Weighted Total=1158)* %	(SE)
Teacher Role/Resources				
21.	Reduce paperwork	5.7%	6.2%	(3.3)
22.	Allow more time to teach	0.0%	0.6%	(0.6)
23.	Allow teacher greater input into decisions	0.0%	0.0%	(0.0)
24.	Increase funds for teaching materials	8.0%	3.4%	(2.1)
25.	Provide aide	10.2%	3.0%	(2.3)
Student Placement				
26.	Reduce caseload/class size	10.2%	10.2%	(4.1)
27.	Allow teacher more input on placement decision	1.1%	2.9%	(2.9)
28.	Have single category of disability per class	1.1%	0.0%	(0.0)
29.	Appropriately place students	2.3%	2.2%	(1.6)
30.	Separate class for severe behavior problems	0.0%	4.8%	(3.4)
31.	Consistency of reqs for placement	1.1%	0.0%	(0.0)
32.	Appropriate student grouping	1.1%	0.0%	(0.0)
33.	Hire and maintain compentent teachers	0.0%	3.7%	(2.9)
34.	Spread problem children to various teachers	1.1%	0.0%	(0.0)
35.	Have respect from other teachers	1.1%	0.0%	(0.0)
36.	Educate administrators and teachers about sped	1.1%	0.0%	(0.0)
37.	Create a better system of teacher evaluation	1.1%	0.0%	(0.0)
38.	School board more positive towards teachers	1.1%	0.0%	(0.0)
39.	Other - miscellaneous	0.0%	3.4%	(2.8)
Other				
40.	Would have stayed if someone had cared	1.1%	0.0%	(0.0)
41.	If given a head coaching job	0.0%	6.2%	(5.8)
42.	More specific with placement of teachers	0.0%	0.0%	(0.0)
43.	Better teaching environment	1.1%	2.3%	(1.7)
44.	Support adaptive curric developed by teachers	1.1%	0.0%	(0.0)
45.	Response, but didn't answer question	3.4%	2.7%	(1.9)
46.	Not categorizable	3.4%	4.4%	(2.1)
47.	Greater parent involvement	1.1%	0.0%	(0.0)

- The percentages reported in these columns are based on these totals and may total more than 100% because of multiple responses.

EXHIBIT 5.30

Comparison of Exited Special and General Education Teachers' Satisfaction With Various Aspects of Their Exited Teaching Positions

		Total Responses*	Very Satisfied %	(SE)	Somewhat Satisfied %	(SE)	Somewhat Dissatisfied %	(SE)	Very Dissatisfied %	(SE)
a.	Salary/benefits									
	Special Educators	98	21.4%		54.1%		15.3%		9.2%	
	General Educators	1108	30.6%	(5.4)	51.4%	(6.1)	12.2%	(3.7)	5.8%	(2.5)
b.	Facilities/classrooms									
	Special Educators	96	12.5%		26.0%		30.2%		31.3%	
	General Educators	1103	23.9%	(5.2)	36.7%	(5.8)	24.8%	(5.9)	14.6%	(3.9)
c.	Opportunity for professional advancement									
	Special Educators	97	8.2%		44.3%		35.1%		12.4%	
	General Educators	1073	24.2%	(5.1)	57.8%	(5.9)	9.6%	(2.9)	8.4%	(3.2)
d.	Support/recognition from central office administrators									
	Special Educators	98	10.2%		38.8%		27.6%		23.5%	
	General Educators	1084	12.6%	(3.7)	40.5%	(6.1)	30.9%	(5.9)	16.1%	(4.7)
e.	Support/recognition from building administrator(s)									
	Special Educators	96	21.9%		39.6%		20.8%		17.7%	
	General Educators	1093	34.5%	(5.6)	43.0%	(6.4)	10.2%	(3.2)	12.4%	(3.7)
f.	Safety of school environment									
	Special Educators	98	20.4%		28.6%		25.5%		25.5%	
	General Educators	1094	18.2%	(4.8)	39.6%	(6.2)	28.7%	(5.3)	13.4%	(4.3)
g.	Your influence over school policies and practices									
	Special Educators	98	15.3%		31.6%		36.7%		16.3%	
	General Educators	1100	12.1%	(4.7)	46.8%	(6.2)	23.9%	(4.7)	17.2%	(4.6)
h.	Autonomy or control over your own classroom									
	Special Educators	97	40.2%		46.4%		7.2%		6.2%	
	General Educators	1087	46.5%	(6.3)	27.6%	(5.0)	19.4%	(4.7)	6.5%	(2.7)
i.	Professional caliber of colleagues									
	Special Educators	98	30.6%		48.0%		14.3%		7.1%	
	General Educators	1099	38.2%	(6.1)	47.0%	(6.2)	9.4%	(3.6)	5.4%	(2.8)

(continued)

Exhibit 5.30 (continued)

		Total Responses*	Very Satisfied %	(SE)	Somewhat Satisfied %	(SE)	Somewhat Dissatisfied %	(SE)	Very Dissatisfied %	(SE)
j.	The esteem of the community for the teaching profession									
	Special Educators	97	8.2%		36.1%		38.1%		17.5%	
	General Educators	1108	9.4%	(3.6)	40.0%	(5.8)	35.3%	(6.0)	15.3%	(4.2)
k.	Procedures for evaluating your performance									
	Special Educators	97	21.6%		52.6%		11.3%		14.4%	
	General Educators	1108	30.5%	(5.8)	42.7%	(6.0)	21.4%	(4.9)	5.4%	(2.0)
l.	Number/type of classes									
	Special Educators	94	12.8%		38.3%		27.7%		21.3%	
	General Educators	1062	18.8%	(4.5)	46.4%	(6.4)	23.8%	(5.1)	11.0%	(3.8)
m.	Availability of resources and materials/equipment for your classroom									
	Special Educators	98	12.2%		23.5%		26.5%		37.8%	
	General Educators	1091	25.5%	(5.4)	45.3%	(6.1)	20.0%	(5.6)	9.2%	(3.1)
n.	General working conditions									
	Special Educators	97	14.4%		36.1%		33.0%		16.5%	
	General Educators	1083	14.4%	(4.4)	53.8%	(6.0)	21.3%	(4.8)	10.5%	(3.2)
o.	Job security									
	Special Educators	96	49.0%		36.5%		9.4%		5.2%	
	General Educators	1103	50.5%	(6.2)	33.5%	(5.6)	11.8%	(5.0)	4.2%	(1.6)
p.	Intellectual challenge									
	Special Educators	97	25.8%		41.2%		26.8%		6.2%	
	General Educators	1089	38.5%	(6.1)	43.0%	(6.0)	9.8%	(3.2)	8.7%	(4.1)
q.	Student attendance and motivation to learn									
	Special Educators	97	12.4%		33.0%		32.0%		22.7%	
	General Educators	1108	8.8%	(3.6)	29.3%	(5.1)	37.4%	(6.1)	24.4%	(5.1)
r.	School learning environment									
	Special Educators	96	14.6%		36.5%		30.2%		18.8%	
	General Educators	1101	14.8%	(4.4)	43.1%	(6.0)	30.0%	(6.1)	12.1%	(3.6)
s.	Student discipline and behavior									
	Special Educators	97	9.3%		35.1%		30.9%		24.7%	
	General Educators	1108	4.2%	(1.8)	27.3%	(5.8)	39.1%	(5.9)	29.5%	(5.5)
t.	Class size									
	Special Educators	97	9.3%		30.9%		30.9%		28.9%	
	General Educators	1099	15.7%	(4.3)	31.6%	(5.9)	32.2%	(5.8)	20.6%	(4.7)

(continued)

Exhibit 5.30 (continued)

		Total Responses*	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied	
			%	(SE)	%	(SE)	%	(SE)	%	(SE)
u.	Support from parents									
	Special Educators	97	9.3%		18.6%		43.3%		28.9%	
	General Educators	1098	5.1%	(2.0)	32.0%	(5.8)	35.7%	(5.9)	27.2%	(5.3)
v.	Nonteaching demands, e.g., meetings and paperwork									
	Special Educators	96	6.3%		17.7%		36.5%		39.6%	
	General Educators	1091	6.8%	(3.3)	22.7%	(5.8)	35.8%	(5.9)	34.7%	(5.8)
w.	Student progress									
	Special Educators	96	16.7%		55.2%		21.9%		6.3%	
	General Educators	1060	11.0%	(3.4)	57.3%	(6.0)	20.6%	(4.3)	11.2%	(4.0)
x.	Relationship with colleagues									
	Special Educators	95	40.0%		47.4%		8.4%		4.2%	
	General Educators	1099	51.6%	(6.3)	36.3%	(6.3)	9.0%	(3.5)	3.0%	(1.5)
y.	Opportunities to use your skills and abilities									
	Special Educators	98	30.6%		42.9%		17.3%		9.2%	
	General Educators	1108	31.8%	(5.8)	41.8%	(5.7)	22.3%	(5.9)	4.1%	(2.6)
z.	Location of school									
	Special Educators	97	38.1%		28.9		18.6%		14.4%	
	General Educators	1108	40.5%	(6.1)	41.2%	(6.2)	11.4%	(3.0)	6.9%	(2.3)

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* Weighted N's are used for General Educators.

EXHIBIT 5.31

Comparison of General and Special Education Teachers'Mean Scores of Satisfaction With Various Aspects of Their Exited Teaching Positions

		All Teachers			Spec Ed Teachers			Gen Ed Teachers		
		Wt N	M	SE	Wt N	M_s	SE	Wt N_g	M_g	SE
a.	Salary/benefits	1241	3.05	0.08	134	2.89*	0.09	1108	3.07*	0.09
b.	Facilities/classrooms	1235	2.64	0.10	132	2.19**	0.10	1103	2.70**	0.12
c.	Opportunity for professional advancement	1206	2.93	0.08	133	2.52	0.08	1073	2.98	0.09
d.	Support/recognition from central office administrators	1218	2.48	0.10	134	2.32	0.10	1084	2.50	0.11
e.	Support/recognition from building administrator(s)	1225	2.96	0.10	131	2.65*	0.11	1093	3.00*	0.11
f.	Safety of school environment	1228	2.61	0.10	134	2.50	0.12	1094	2.63	0.11
g.	Your influence over school policies and practices	1234	2.53	0.10	134	2.50	0.12	1100	2.54	0.12
h.	Autonomy or control over your own classroom	1219	3.15	0.11	133	3.24	0.09	1087	3.14	0.12
i.	Professional caliber of colleagues	1233	3.16	0.09	134	3.03	0.09	1099	3.18	0.10
j.	The esteem of the community for the teaching profession	1240	2.43	0.09	133	2.38	0.09	1108	2.43	0.10
k.	Procedures for evaluating your performance	1240	2.97	0.09	133	2.83	0.11	1108	2.98	0.10
l.	Number/type of classes	1189	2.70	0.09	127	2.47*	0.10	1062	2.73*	0.10
m.	Availability of resources and materials/equipment for your classroom	1225	2.79	0.10	134	2.14**	0.11	1091	2.87**	0.11
n.	General working conditions	1215	2.69	0.09	133	2.49*	0.09	1083	2.72*	0.10
o.	Job security	1233	3.31	0.09	130	3.33	0.08	1103	3.30	0.10
p.	Intellectual challenge	1222	3.09	0.11	133	2.92	0.09	1089	3.11	0.12
q.	Student attendance and motivation to learn	1240	2.24	0.10	133	2.37	0.10	1108	2.23	0.11
r.	School learning environment	1232	2.60	0.10	131	2.51	0.10	1101	2.61	0.11
s.	Student discipline and behavior	1240	2.09	0.09	133	2.29*	0.09	1108	2.06*	0.10
t.	Class size	1231	2.40	0.10	133	2.19*	0.10	1099	2.42*	0.12
u.	Support from parents	1231	2.15	0.09	133	2.11	1.10	1098	2.15	0.10
v.	Nonteaching demands, e.g., meetings and paperwork	1223	2.00	0.11	131	1.88	0.09	1091	2.02	0.12
w.	Student progress	1192	2.70	0.09	131	2.83	0.08	1060	2.68	0.10
x.	Relationship with colleagues	1229	3.35	0.08	130	3.23	0.09	1099	3.37	0.09
y.	Opportunities to use your skills and abilities	1241	3.01	0.10	134	2.96	0.10	1108	3.01	0.11
z.	Location of school	1240	3.13	0.08	133	2.97*	0.11	1108	3.15*	0.09
	Overall Satisfaction	1241	2.74	0.05	134	2.60**	0.05	1108	2.76**	0.06

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*Statistically significant difference at $p \leq .05$ between means of general and special education teachers.

**Statistically significant difference at $p \leq .01$ between means of general and special education teachers.

EXHIBIT 5.32

Comparison of Exited Study Special and General Education Teachers By Their Satisfaction With Their Teaching Experiences

Primary Teaching Assignment	Spec Ed Teachers (Total=99)* %	Gen Ed Teachers (Weighted Total=1158)* % (SE)
How did you feel about your first teaching position?		
Nonresponse	1.0%	4.3% (1.9)
Extremely positive	43.4%	37.4% (5.6)
Mostly positive	16.2%	34.0% (6.2)
Equally positive and negative	24.2%	16.5% (4.2)
Mostly negative	10.1%	6.0% (2.8)
Extremely negative	5.1%	1.8% (1.3)
If you could go back to your college days andstart over again, would you become a special education teacher?		
Nonresponse	2.0%	NA
Certainly would become a special education teacher	24.2%	NA
Probably would become a special education teacher	23.2%	NA
Chances about even for and against	21.2%	NA
Probably would not become a special education teacher	25.3%	NA
Certainly would not become a special education teacher	4.0%	NA
If you could go back to your college days and start over again, would you become a teacher?		
Nonresponse	2.0%	4.9% (1.9)
Certainly would become a teacher	37.4%	37.0% (5.7)
Probably would become a teacher	23.2%	23.3% (5.5)
Chances about even for and against	14.1%	18.2% (4.5)
Probably would not become a teacher	14.1%	10.7% (3.0)
Certainly would not become a teacher	9.1%	6.0% (2.8)

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* The percentages reported in each column are based on these totals.

EXHIBIT 5.33

Comparison of Exited Study Special and General Education Teachers By Their Satisfaction With Their Ability To Motivate Students

	Spec Ed Teachers (Total=99)		Gen Ed Teachers (Weighted Total=1158)		
	N	(%)	N	(%)	(SE)
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.					
Nonresponse	4	(4%)	58	(5.0%)	(2.0)
I agree	5	(5%)	150	(12.9%)	(4.1)
I tend to agree	22	(22%)	421	(36.3%)	(5.7)
I tend to disagree	44	(44%)	339	(29.3%)	(5.3)
I disagree	24	(24%)	191	(16.5%)	(4.1)
Totals	99	(100%)	1158	(100.0%)	
If I really try hard, I can get through to even the most difficult or unmotivated students.					
Nonresponse	6	(6%)	50	(4.3%)	(1.9)
I agree	29	(29%)	377	(32.6%)	(5.4)
I tend to agree	52	(52%)	509	(44.0%)	(6.0)
I tend to disagree	10	(10%)	156	(13.5%)	(3.4)
I disagree	2	(2%)	66	(5.7%)	(2.7)
Totals	99	(100%)	1158	(100.0%)	

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EXHIBIT 5.34

Comparison of Future Plans of Exited Study Special and General Education Teachers

	Spec Ed Teachers (Total=99)	Gen Ed Teachers (Weighted Total=1158)	
	%	%	SE
What do you hope to be doing professionally three years from now?			
Nonresponse	5.1%	6.5%	2.8
Teaching special education in this school district	20.2%	0.0%	0.0
Teaching special education in another school district	13.1%	0.0%	0.0
Teaching special education; place unspecified	4.0%	0.0%	0.0
Teaching general education in this school district	9.1%	7.6%	2.4
Teaching general education in another school district	2.0%	15.3%	4.4
Teaching general education; place unspecified	0.0%	1.0%	0.9
Employed as an educational administrator	5.1%	7.4%	2.2
Employed in a nonteaching job (other than an administrator) in education	5.1%	9.7%	4.8
Employed outside of education	9.1%	9.4%	3.5
Retired	7.1%	24.7%	4.6
Pursuing a graduate degree full-time in special education	1.0%	0.0%	0.0
Pursuing a graduate degree full-time in education, but not special education	3.0%	5.0%	2.1
Pursuing a graduate degree full-time in non-education field	2.0%	0.5%	0.5
Pursing a graduate degree; field unspecified	0.0%	0.7%	0.7
Homemaking, child rearing	9.1%	7.8%	3.3
Self-employed in education	0.0%	0.0%	0.0
Working outside a school district with/for individuals with disabilities	3.0%	0.0%.	0.0
Other	1.0%	4.0%	1.6
Undecided/don't know	1.0%	0.7%	0.7
Total	100.0%	100.0%	

EXHIBIT 5.35

Comparison of Future Teaching Plans of Exited Study Special and General Education Teachers Who Are Currently Employed as Teachers, in or Outside a School System

	Spec Ed Teachers (Total=99) %	Gen Ed Teachers (Weighted Total=1158) %	(SE)
Nonresponse	6.1%	9.2%	(3.1)
Not Currently Employed as a Special (or General) Education Teacher	52.5%	59.6%	(5.5)
For currently employed teachers, how long do you plan to remain in special (or general) education teaching?			
As long as I am able	13.1%	5.6%	(2.0)
Until I am eligible for retirement	11.1%	7.3%	(3.4)
Will probably continue unless something better comes along	3.0%	9.7%	(4.7)
Definitely plan to leave as soon as I can	4.0%	0.0%	(0.0)
Undecided at this time	10.0%	8.6%	(2.9)
Totals	100.0%	100.0%	

EXHIBIT 5.35A

Comparison of Future Teaching Plans of Exited Study Special and General Education Teachers Who Are Currently Employed as Teachers, in or Outside a School System

	Spec Ed Teachers (Total=41) %	Gen Ed Teachers (Weighted Total=361) %	(SE)
For currently employed teachers, how long do you plan to remain in special (or general) education teaching?			
As long as I am able	31.7%	18.0%	(6.5)
Until I am eligible for retirement	26.8%	23.3%	(10.2)
Will probably continue unless something better comes along	7.3%	31.2%	(12.5)
Definitely plan to leave as soon as I can	9.8%	0.0%	(0.0)
Undecided at this time	24.4%	12.6%	(9.1)
Totals	100.0%	100.0%	

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EXHIBIT 5.36

Comparison of Future Teaching Plans of Exited Study Special and General Education Teachers Who Are Not Currently Employed as Teachers

	Spec Ed Teachers (Total=99)	Gen Ed Teachers (Weighted Total=1158)	
	%	%	(SE)
Nonresponse	6.1%	6.7%	(2.9)
Currently Employed as a Special (or General) Education Teacher	42.4%	34.0%	(5.4)
For those who are not currently employed as special (or general) education teachers, do you plan to return to special (or general) education teaching?			
Yes, I plan to return within a year or two	11.1%	10.3%	(3.5)
Yes, I plan to return within five years	2.0%	1.6%	(1.1)
Yes, I plan to return more than five years from now	1.0%	4.9%	(2.9)
No, definitely no	22.2%	27.2%	(4.8)
Undecided	15.2%	15.2%	(3.7)
Totals	100.0%	100.0%	

EXHIBIT 5.36A

Comparison of Future Teaching Plans of Exited Study Special and General Education Teachers Who Are Not Currently Employed as Teachers

	Spec Ed Teachers (Total=51) %	Gen Ed Teachers (Weighted Total=687) %	(SE)
For those who are not currently employed as special (or general) education teachers, do you plan to return to special (or general) education teaching?			
Yes, I plan to return within a year or two	21.6%	17.4%	(5.4)
Yes, I plan to return within five years	3.9%	2.7%	(1.8)
Yes, I plan to return more than five years from now	2.0%	8.3%	(4.7)
No, definitely no	43.1%	45.9%	(7.0)
Undecided	29.4%	25.6%	(5.9)
Totals	100.0%	100.0%	

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Chapter 6

A Comprehensive Study of Special and General Educators' Career Plans in the Memphis City Schools

I. INTRODUCTION AND RESEARCH QUESTIONS

The Comprehensive Commitment and Retention Study was designed to develop an indepth understanding of the personal and employment factors that are associated with teachers' career attitudes and plans. Knowledge about the correlates of urban special educators' career plans and how they are similar to, and different from, that of general educators is an important outcome of this study. Such comparisons will provide an understanding of those attrition and retention factors that are unique to special educators and those that influence teachers in general.

The results of this study also provide information about how general and special educators perceive many facets of their work environment in the MCS. Such information will be used by the strategic planning committee to address teachers' needs and hopefully retain qualified teachers.

The specific research questions that guided this study include:

a. What reasons do general and special educators give for entering the teaching profession?

b. How long do special and general educators' plan to stay in teaching?

c. What reasons do special and general educators give for their plans to remain in or leave teaching?

d. For teachers who intend to leave, what do they plan to be doing in 3 years?

e. To what extent do special and general educators want to transfer to other teaching positions, to what schools do they want to transfer, and what are their reasons for desiring a transfer?

f. What are the problems faced by special and general educators in the MCS and what support do teachers want to help with these problems?

g. How do special and general educators in the MCS perceive various work conditions (e.g., administrative support, colleague support, special education experiences, role expectations, students, parent cooperation and support, resources, workload, teaching load, learning opportunities)?

h. What are special and general educators' attitudes toward and affective reactions to their work (e.g., job satisfaction, stress, commitment, student progress, teaching efficacy, employability)?

i. To what extent are special and general educators' career intents/desires associated with: (1) affective reactions to work (e.g., commitment, job satisfaction, stress, teaching efficacy), (2) personal factors (e.g., characteristics and background variables), (3) teacher preparation, and (4) perceived working conditions?

j. To what extent are the various forms of teaching commitment correlated with intent to stay in teaching and the MCS?

II. METHODOLOGY

A. Instrumentation

The 20-page comprehensive general and special education questionnaires were based on the conceptual framework (see Chapter 2), as well as findings from the Screening (see Chapter 3) and the Influencing Factors (see chapter 4) studies. In some cases extant instruments or items were used in the questionnaires. Sources from which items were taken or modified include: Chapman & Green, 1986; Danseareau, 1972; Littrell, Billingsley, & Cross, 1994; Morvant & Gersten, 1992; The Purdue Teacher Opinionaire (Remmers & Elliott, 1961); National Center for Education Statistics Schools and Staffing Survey (SASS scale), 1987; National Center for Education Statistics Questionnaires for Current Teachers and for Former Teachers of the 1989 Teacher Followup Survey; Parasuraman, 1982; Porter, Steers, Mowday, & Boulian, 1974; Rosenholtz, 1991; Yee, 1990).

The instrument consisted of 5 major sections, which included: (1) career plans and influences, (2) work experiences and perceptions, (3) teaching assignment, (4) professional qualifications, and (5) personal information. Although the special and general education questionnaires were nearly identical, a few items which were specific to general or special educators were included on only one questionnaire. Drafts of the questionnaires were reviewed at various stages of development by OSEP staff, members of the MCS Advisory/Planning Panel, and staff at ERI and SDSU. They were field tested with a sample of teachers in Virginia and Tennessee.

A copy of the Comprehensive questionnaire, entitled "1992-93 Questionnaire" is also included in Attachment D. A description of the questionnaires by section is provided below. All response choices ranged from (4) "agree" to (1) "disagree" unless otherwise noted.

1. Primary Dependent Measures

(a) **Teacher's intent to stay** was assessed by one item which asked: "how long do you plan to remain in teaching?" Special educators were also asked how long they planned to remain in special education teaching. Response choices ranged from (1) "as long as I am able," (2) "until I am eligible for retirement," (3) "will probably continue unless something better comes along," and (4) "definitely plan to leave as soon as I can." An "undecided" category was also available. (See Exhibit 6.52.)

(b) **Teachers' intent to stay 3 years** is their intent to be in their current position in three years, and was assessed by asking: "Do you plan to be in your current position in 3 years?" Teachers were asked to respond with a "yes" or a "no." (See Exhibits 6.53A1, 6.53B, and 6.53B1.)

(c) **Teachers' desire to stay** was assessed by asking teachers to respond to 4 items indicating the extent to which they desire to remain in: (1) their current school, (2) Memphis City schools, (3) their teaching field, and (4) the teaching profession. Response choices ranged from (1) "no desire to remain" to (4) "great desire to remain." (The four desire variables were incorporated into other composite variables after factor analyses. However, descriptive data is also presented on this variable in Section II.C.4 of this chapter.) (See Exhibit 6.46.)

2. Work Experiences, Perceptions, and Attitudes

(a) **Principal and supervisor support** was measured using 14 items adapted from the Dansereau (1972) and the Littrell, Billingsley, and Cross (1994) scales. Respondents were asked to indicate the extent to which they agreed with each of 14 statements about the level of administrative support that they received. They were asked to respond to each item twice, once as it applied to their principal or assistant principal and another time as it applied to their central office supervisor. The scale included items such as "has my respect and trust," "supports my actions and ideas," "helps me solve problems," and "interacts with my frequently. Response choices ranged from (1) "agree" to (4) "disagree." (See Exhibits 6.24-6.27.)

(b) **School climate** was measured by asking teachers to respond to 8 statements concerning their school, such as "I am proud of the reputation of this school," "this school has a positive learning environment," and "this is a safe school for staff and students." Response choices ranged from (1) "agree" to (4) "disagree." (See Exhibits 6.22 and 6.23.)

(c) **Special education climate** was measured by asking both special and general educators the extent to which they agreed with 5 statements relating to the relationship between general and special education in the school. Special educators responded to statements such as "most general education teachers in my school understand special education programs," "general educators have the knowledge to work effectively with students with disabilities," and "the staff at this school have positive attitudes toward special education staff and students." General educators were asked to respond to this item from their own personal perspective (e.g., "I have the knowledge to work effectively with students with disabilities. Response choices ranged from (1) "agree" to (4) "disagree." (See Exhibits 6.30 and 6.31.)

(d) **Students assigned** was measured by asking their agreement with 6 statements relating to their students and their relationships with their students. Examples of items include: "my students are motivated and cooperative", "I have good relationships with my students", and "my students come to class ready to work." (See Exhibits 6.32 and 6.33.)

(e) **Colleague support** was measured using 8 items, several adapted from the Rosenholtz (1991) scales. Respondents were asked to indicate the extent to which they agreed with each of 9 statements about their colleagues. The scale included items such as "most teachers in my school treat me with respect," "most of my colleagues have high expectations for themselves," and "most of my colleagues in this school understand what I do." Response choices ranged from (1) "agree" to (4) "disagree." (See Exhibits 6.28 and 6.29.)

(f) **Parent support** was assessed by 4 items which included: "parents usually attend scheduled conferences," "many of my students' parents regularly spent time with students on instruction at home," "most of my students' parents respect and support the things I do," and "I have good relations with my students' parents." (See Exhibit 6.34.)

(g) **Learning opportunities** included 5 items to assess teachers' professional growth opportunities. Examples include: "in my job, I have many opportunities to learn new things," "inservice programs are relevant and useful," and "I feel intellectually challenged." (See Exhibit 6.39.)

(h) **Input into decisions** was measured by 2 items: "I have autonomy in making classroom decisions" and "I have influence over school-related policies."

(i) **Resources** indicate teachers' satisfaction with the materials and supplies that they have to teach as well as the procedures for obtaining what they need. Examples of the 6 items included in the composite score include: "I have the instructional materials that I need," "the procedures for obtaining materials and services are well defined and efficient," and "I have adequate duplicating/copying equipment or services." (See Exhibits 6.35 and 6.36.)

(j) **Teaching load** was assessed by asking the extent to which teachers' agreed with 4 statements about their teaching load (i.e., number of students, age range of students, subjects/number of preparations). (See Exhibit 6.13.)

(k) **Workload** was assessed by 2 items: "The number of hours I must work after school is reasonable" and "I have adequate planning time." (See Exhibits 6.37 and 6.38.)

(l) **Job satisfaction** was assessed by asking teachers to respond to one question: "Overall, how satisfied are you with your current job in the Memphis City Schools?" The response scale ranged from "very satisfied' to "very dissatisfied." (See Exhibit 6.43.)

(m) **Teaching efficacy** was measured using 6 items, which included: "If I try hard, I can get through to even the most difficult or unmotivated students," "I am satisfied with the accomplishments and progress of most of my students," and "I feel that I am making a significant difference in the lives of my students." (See Exhibits 6.40 and 6.41.)

(n) **Salary/benefits** was assessed by asking teachers to respond to 3 items relating to salaries and benefits. Examples include: "this district offers a reasonable benefits package," and "salaries paid in this school system compare favorably with salaries in other systems I might consider teaching in." (See Exhibits 6.44 and 6.45.)

(o) **Ancillary rewards** were measured by asking teachers to respond to the following 3 items: (1) "The job security of my present position is important to me," "summer vacations are an important reason for remaining in teaching," and "I like my current work hours." (See Exhibits 6.44 and 6.45.)

(p) **Student progress** was assessed by asking teachers to indicate the percentage of their students who made satisfactory progress this year. (See Exhibit 6.43.)

(q) **Stress** was measured using 6 of the 9 item scale developed by Parasuraman (1982) which asks individuals to indicate the extent to which they experienced feelings such as frustration, tension, and pressure in relation to their work. Responses to the items are recorded using a five-point scale ranging from (1) "almost never" to (5) "almost always." (See Exhibit 6.42.)

(r) **Commitment to the teaching profession** was measured by 4 items assessing attitudes toward teaching. Examples include: "I would become a teacher if I had it to do over again" and "I am proud to tell others I am a teacher." (See Exhibits 6.49 and 6.50.) A number of the commitment items for this scale and the two that follow were modifications of items of an extant commitment scale (see Porter et al., 1974.)

(s) **Commitment to the teaching field** was measured by 4 items assessing attitudes toward the respondents' current teaching field. Items include: "I am satisfied with my choice of teaching field" and "I would recommend that young people pursue careers in my teaching field." (See Exhibits 6.47 and 6.48.)

(t) **Commitment to the Memphis City Schools (MCS)** is an attitudinal measure consisting of the following 3 items: "I am proud to tell others I am part of MCS," "Deciding to work in MCS was a definite mistake on my part," and "I talk up MCS to my friends as a great district to work in." (See Exhibits 6.49 and 6.50.)

3. Teaching Assignment

(a) **Specific teaching assignment**. Special educators' were asked to identify the number of students they served each week in each disability category. They were also asked to indicate the type of service model in which they currently taught (e.g., resource and self-contained). General educators were asked to identify their assignment areas (e.g., early childhood education, kindergarten, elementary, English). (See Exhibits 6.2, 6.10, 6.12, and 6.16.)

(b) **Number of students taught**. Special and general educators were asked to indicate the "TOTAL" number of students for whom you are responsible each week as well as the largest and smallest number of students taught during any period. Both groups of educators were also asked to indicate a typical class size.

(c) **Age range of students taught**. This item asked teachers to indicate age of youngest and oldest student taught.

(d) **Number of aide hours**. Teachers were asked whether they generally had an aide available to assistant them. If yes, they were asked approximately how many hours they received assistance weekly. (See Exhibit 6.19.)

(e) **Students' race** consisted of respondents' answer to what percentage of students in their classes were in African-American, European-American, and other ethnic groups. (See Exhibit 6.18.)

(f) **Number of schools taught in**. Teachers indicated in how many different schools they taught. (See Exhibit 6.15.)

(g) **Number of special educators**. Teachers were asked the number of full-time special educators assigned to the school in which they taught. (See Exhibit 6.20.)

(h) **Number of hours worked**. Teachers were asked to estimate the number of hours they worked beyond the normal work week, including estimates of both student interaction activities and hours on other activities (adapted from SASS item). (See Exhibit 6.17.)

4. Professional Qualifications

(a) **Highest Degree Earned**. Teachers indicated the highest degree they earned. Response choices ranged from B.A. to Ph.D. (See Exhibit 6.9.)

(b) **Preparedness**. Teachers indicated how well prepared they felt for their current teaching assignment. Response choices ranged from very well prepared to not adequately prepared. (See Exhibit 6.9.)

(c) **Reasons for becoming a teacher**. Teachers were asked to identify from a list reasons for becoming a teacher. Special educators were asked an additional question regarding why they became special educators. (See Exhibits 6.7 and 6.8.)

(d) **Initial intent**. Teachers were asked when they first started teaching, how long did they intend to remain? Response choices ranged from "until I had children" to "until retirement." (See Exhibit 6.7.)

(e) **Teaching Experience** was based on total years of teaching experience, regardless of assignment. (See Exhibit 6.6.)

(f) **Special Education Experience**. Teachers were asked how many years they taught full-time in special education, whether in the MCS or elsewhere. (See Exhibit 6.6.)

(g) **Memphis Experience**. Teachers were asked how many years they worked full-time in the Memphis City Schools. (See Exhibit 6.6.)

(h) **Employability** was measured by asking respondents to respond to three statements concerning their nonteaching opportunities, such as "It would be difficult for me to find a non-teaching job with comparable salary and benefits." Response choices ranged from (1) "agree" to (4) "disagree". (See Exhibit 6.60.)

5. Personal/Demographic Information

(a) **Race** was coded as three categories--African-Americans, European-Americans, and other.

(b) **Gender** was coded as female and male.

B. Samples

In January 1993, we selected a stratified random sample of 400 general education teachers for the Comprehensive Commitment and Retention Study. This sample was selected from the population of 4989 teachers who were employed as general education teachers (i.e., they taught general, not special education classes) in the MCS on a day in December 1993. (We are not sure of the specific date in early December on which the population file was generated.) This population of 4989 general education teachers was stratified by the three variables listed below, each of which has two categories (for a total of eight strata). Of the teachers in the population, 125 could not be assigned to a grade level because of missing or ambiguous information; we placed them into an additional (ninth) stratum for sampling purposes. The three stratifying variables were as follows:

- Grade Level (elementary or secondary).
- Experience Level (up to 4 years or over 4 years).
- Race/Ethnicity (white or nonwhite).

The sampling plan called for us to select randomly 50 teachers within each stratum. Because we added a ninth stratum, and because there were relatively few members of that stratum (125), we allocated 49 sample members to each of the eight original strata and 8 sample members to the ninth stratum (grade level missing), for a total of 400 sample members. Two of the sampled teachers were subsequently determined to be ineligible, resulting in a final sample size of 398.

Following sample selection, we also examined the overall sample on several teacher characteristics in addition to those used as stratifying variables. The majority of the sample members are female, as could be expected from the characteristics of the population from which the sample was drawn.

C. Data Collection

In February 1993, the questionnaire was mailed to all the special educators (N=619) and the sample of 398 general educators employed by the MCS. Using data collection procedures similar to those outlined in Chapter 3 (Section 1) for the Screening Study, the survey of each of the teaching (special and general educators) groups involved a first mailing of the questionnaire (to the teachers' home addresses), a postcard reminder, a second mailing of the questionnaire, and two telephone prompts. We had a 76% response rate for both the special educators (44 persons initially identified, 3 subsequently determined to be ineligible, and 31 completed questionnaires) and the general educators (64 initially sampled, 2 subsequently determined to be ineligible, and 47 completed questionnaires).

D. Analysis Plan

All of the variables were checked for outliers. Composites were computed as the sum of valid responses to the scale items, divided by the number of valid responses. Missing values were assigned for composite scores if more than one item was missing (or two for longer scales). Internal consistency reliability coefficients (Cronbach's alpha) were computed for all composite scales.

III. RESULTS

After a summary of the background characteristics of the respondents, the results are organized by the research questions outlined at the beginning of this chapter. Tables summarizing major findings are presented throughout the text. Detailed exhibits are presented in Exhibits 6.1 through 6.60, which have been placed at the end of the chapter for the reader's convenience.

The composite scales (see description of scales above) were finalized after exploratory factor analyses. In most cases, the final composite scales were as originally intended, with an item added or dropped. The exhibits provide the results of all of the items included in the questionnaire. Those items left off of the final composites are indicated with an @.

Table 6.1 shows the reliability coefficients for each of the composite scales. As Table 6.1 shows, almost all of the reliability coefficients range from .80 to .98, which is quite positive given the brevity of a number of the scales.

A. Background Characteristics of Respondents

The background characteristics of respondents and nonrespondents are provided in Exhibits 6.1, 6.2, and 6.3. A review of these tables shows that respondents and nonrespondents

Table 6.1

Cronbach's Alpha Reliability Coefficients for Composite Scales

Scale	Number of Cases	Number of Items	Cronbach's Alpha
Teaching load	703	4	.87
School climate	676	7	.91
Principal support	679	14	.97
Supervisor support	482	14	.98
Colleague support	697	8	.80
Special ed climate	682	5	.86
Input into decisions	703	2	.74
Students	689	5	.88
Parents	712	4	.88
Resources	681	6	.91
Workload	688	2	.89
Professional Development	708	5	.86
Efficacy	699	6	.84
Stress	722	6	.91
Ancillary	716	3	.59
Salary	712	4	.89
Employability	719	3	.91
Teaching Profession	708	6	.86
Teaching Field	720	6	.83
Teaching in MCS	703	5	.93

are fairly similar in terms of race, gender, career ladder status, teaching experience, grade level taught, and special education teaching assignment.

Exhibits 6.4 through 6.21 provide detailed information about respondents' background (e.g., previous plans and experiences, teaching preparation, and teaching assignment). Special and general educators look fairly similar in terms of marital status and employment status of spouse. There were no significant differences between general and special educators in marital status or spouse employment status. However, special educators were significantly more likely than general educators to have younger dependents (sped M=10.45; gened M=12.18; T=-2.77, p, .01). A significantly higher percentage of special than general educators held another job outside of the MCS (sped M=.20; gened M=.14, t= 2;74, p < .01). Special educators had significantly less teaching experience than general educators (sped M=15.03; gened M-16.74, t=-2.74, p < .01). However, there was not a significant difference in the degrees held by general and special educators (also see Exhibit 6.9) and approximately 83% of general and special educators felt "very well" or "well" prepared for their current assignments (see Exhibit 6.9).

B. Research Question 1: Special and General Educators' Reasons for Entering the Teaching Profession

Special and general educators were asked, "why did you become a teacher." Exhibit 6.7 provides the percentage of special and general educators who indicated each of the options listed on the questionnaires. Special and general educators responded similarly to the response options. Approximately 60% of general and special educators indicated that they "liked working with young people." Almost half of the general and special educators indicated that they "always wanted to or always thought they'd be good at it" and they "wanted to contribute to society/be of service to others." Slightly over a quarter of the special and general educators indicated that they "liked the vacations, work hours, or job security." Others indicated that they were "inspired or encouraged by former teachers" (general educators=28.5%; special educators=21%). The other response options were selected by relatively few teachers.

Exhibit 6.8 outlines responses to: "why did you become a special education teacher." Close to 40% indicated that they wanted the challenge of working with special populations.

Almost a third indicated they had prior experiences with special needs students. Over a quarter indicated that they always wanted to work with students who have disabilities. Other response options selected by approximately one-fifth of the respondents include: (1) wanted to work with smaller numbers of students, (2) became interested through a special education course, and (3) had a friend or family member with a disability. Over 15% indicated that there were "more job opportunities in special than general education."

C. Research Question 2: Special and General Educators' Plans to Remain in Teaching and Perceived Employability

Of primary interest in this study were special and general educators' career plans. Given the importance of teachers' career plans, two different types of variables were included in the questionnaire: (1) intent to stay in teaching and current position, and (2) desire to stay in current school, district, teaching field, and teaching profession. Special and general educators' responses to these two types of items are summarized below. Special educators were also asked to respond to three items regarding their perceived employability.

1. Intent to Stay in Teaching

Intent to stay was assessed by asking teachers about their intended behavior, i.e., how long they planned to remain. Both special and general educators were asked "how long do you plan to remain in teaching?" Exhibit 6.52 outlines teachers' responses to this question. Approximately 65% of special educators and 77% of general educators plan to stay as long as they are able or until eligible for retirement. These teachers might be considered unlikely to leave the teaching profession.

The remainder of the teachers might be considered at risk of leaving teaching. These include teachers who would probably continue unless something better comes along, those who definitely plan to leave as soon as they can, and those who are undecided. Of the special educators 34.8% would be considered at risk of leaving, while 22.8% of the general educators fall into this category. However, all teachers in this category are not likely of equal risk of leaving. Less than 5% of special and general educators indicate that they definitely plan to leave as soon as they can. Further, only 13% of special educators and 8% of general educators indicated that they would probably continue unless something better comes along. About 18% of special educators and 12% of general educators are undecided about their teaching plans.

2. Intent to Stay in Special Education Teaching

Special educators were also asked, "how long do you plan to remain in *special education* teaching?" The same response choices were provided as the above intent question. As Exhibit 6.52 demonstrates, special educators plans to remain in teaching and in special education in particular are similar. Approximately 60% of special educators plan to remain as long as they are able or until eligible for retirement. Approximately 40% might be considered at risk of leaving special education; that is, of these at-risk teachers, 15.6% indicate that they will probably continue unless something better comes along, 7.3% indicate that they definitely plan to leave as soon as they can, and 16.5% are undecided.

3. Intent to Be in Current Position in 3 Years

Special and general educators were asked "Do you plan to be in your current position in 3 years?" Teachers were asked to respond with a "yes" or a "no." The findings for both special and general educators are summarized in Exhibits 6.53A, 6.53A1, 6.53B, and 6.53B1. Approximately 67% of special and general educators plan to be in their current positions in 3 years (see Exhibit 6.53A). Exhibit 6.53A includes the percentage of teachers planning to stay in or leave their current positions by race, gender, years of experience, and career ladder status. Teachers not on career ladder or on class I were more likely than those on level II and III to leave. Half of the special educators who plan to leave are teachers of students with learning disabilities, which is not surprising since LD teachers make up about half of the special education teaching force (see Exhibit 6.53B and B1).

4. Desire to Remain

Desire to remain was assessed by asking teachers to respond to four items indicating the extent to which they desire to remain in: (a) their current school, (b) Memphis City schools, (c) their teaching field, and (d) the teaching profession. Exhibit 6.46 outlines special and general educators responses to these four items.

An encouraging finding is that the majority of teachers indicate either a moderate or great desire to stay, and conversely, a small percentage of teachers indicated no or little desire to remain in each of the four areas (see Table 6.2).

Exhibit 6.46 shows that special and general educators' desire to remain was most similar for "remaining in their current school." Approximately one-half of general and special educators indicated that they had a great desire to remain in their current school, approximately one-third had a moderate desire to remain, and relatively few indicated little or no desire to remain in their current school.

However, Exhibit 6.46 also shows that special educators indicated significantly less desire than general educators to remain in the MCS (sped M=3.31, gened M=3.50, t=-4.79, p < .00001), their teaching field (sped M=3.40, gened M=3.60, t=-4.15), and the teaching profession (sped M=-3.43, gened M=3.62, p < .001). Approximately half of the special educators indicated a great desire to remain in their current school (51.1%), their current teaching field (55.9%), the MCS (46%), and the teaching profession (58.5%). However, approximately 71% of the general educators indicated that they had a great desire to remain in their teaching field and 67% indicated a great desire to remain in the teaching profession.

Table 6.2

Special and General Educators' Desire to Remain*

	Little/No Desire		**Moderate/Great Desire**	
	Special %	**General** %	**Special** %	**General** %
Current school	16.5	13.6	83.5	86.4%
Current field	12.4	7.2	87.6	92.7%
MCS	12.1	8.4	87.8	91.6%
Teaching profession	8.6	3.9	91.4	96.1%

* For more information see Exhibit 6.46

5. Employability

Special educators perceive themselves to be less employable in nonteaching positions than general educators (SE M=2.91; GE M=2.69; t=3.39, $p < .001$; see Exhibit 6.60). (The higher mean indicates lower perceived employability.) Special educators had significantly different scores than general educators on all three of the composite items.

D. Research Question 3: Special and General Educators' Reasons For Their Career Plans

Special and general educators were asked to identify important reasons for planning to be or not to be in their positions in 3 years. Reasons for planning to stay are discussed below, followed by reasons for planning to leave.

1. Reasons for Planning to Stay

Special and general educators were asked to identify from a list the primary reason they planning to stay in their current position. They were also asked to identify a "second" or "third" reason for planning to stay, if they had one. Exhibits 6.58 and 6.59 provide a detailed description of general and special educators' reasons for staying, respectively.

a. Summary of Major Reasons for Planning to Stay

Special and general educators identified basically the same major reasons for staying and the percentage selecting each of the major reasons (across primary, second, and third reasons) were remarkably similar. Table 6.3 provides an overview of the major reasons (i.e., selected as either a primary, second, or third reason) selected by both special and general educators. Satisfaction of work with students was given as an important reason for staying by approximately 1/2 of special and general educators. Income and benefits was the next most important reason, followed by job schedule, position compatible with family needs, and job security. There were no notable differences between general and special educators on overall reasons for planning to stay.

b. Primary Reasons for Planning to Stay

The three primary reasons for planning to stay among the special educators included (1) satisfaction of work with students (28%), (2) income and benefits

Table 6.3

Special and General Educators' Reasons for Planning to Stay

Reason for Planning to Stay	Special %*	General %*
Satisfaction of work with students	52.3	50.6
Income and benefits	39.9	33.9
Job schedule (hours, vacations)	30.9	30.7
Position compatible w/family needs	23.2	24.0
Job security	22.5	24.9

* These percentages are based on the numbers of teachers who planned to stay in their positions over the next 3 years. For more information see Exhibits 6.58 and 6.59.

(17.1%), and (3) position compatible with family considerations/responsibilities (9.1%) (see Exhibit 6.59). General educators also identified two of the same primary reasons, satisfaction of work with students (23.7%) as well as income and benefits (18%) (see Exhibit 6.58). Special educators also identified feelings of competence/success (15.4%) as a primary reason for planning to stay.

c. Second and Third Reasons for Planning to Stay

Among special educators, the second important reasons for planning to stay included: (1) job schedule (14.1%), (2) satisfaction of work with students (13.8%), and (3) feel competent/successful (13.8%). General educators second reasons included: (1) satisfaction of work with students (16.7%), (2) feel competent/successful (16.3%), (3) job schedule (12.6%), and (4) job security (10.2%).

The third reasons for planning to stay included those similar to primary and second reasons for planning to stay. Special educators third reasons for staying included (1) job security (11.7%), (2) satisfaction of work with students (10.4%), and (3) income and benefits (10.4%).

General educators gave job schedule (15.2%) and satisfaction of work with students (10.2%) as third important reasons for planning to stay.

2. Reasons for Planning to Leave

Special and general educators were asked to identify a *primary* reason for planning to leave their current teaching position in 3 years. They were also asked to select a "second" and "third" important reason for planning to leave, if applicable. Detailed reasons for general and special educators' plans to leave are provided in Exhibits 6.54 and 6.55A, respectively.

a. Summary of Major Reasons for Planning to Leave

Table 6.4 provides a summary of the major reasons (i.e., .those selected as either a primary, second, or third reason) for planning to leave by special and general educators. The most frequently identified reason for planning to leave among special educators included "dissatisfied with assignment" (47.4%), followed by "for an even better teaching assignment" (39.0%), and "to pursue another education-related career" (33.1%). General educators reasons for planning to leave, included "for better salary and benefits" (47.2%), "to pursue another education-related career" (44.4%), and "dissatisfied with assignment" (30.0%).

b. Primary Reasons for Planning to Leave

The four *primary* reasons that special educators gave for planning to leave included: (1) dissatisfied with assignment (23.4%), (2) to pursue another education-related career (16.9%), (3) for an even better teaching assignment (14.3%), and (4) to retire (10.4%) (see Exhibit 6.55). General educators' primary reason for planning to leave included: (1) to pursue another education-related career (27.2%), (2) to retire (16.4%), (3) dissatisfied with assignment (14.8%), and (4) for an even better teaching assignment (14.6%) (see Exhibit 6.54).

c. Second and Third Reasons for Planning to Leave

Special and general educators were also asked to identify "second" and "third" important reasons for planning to leave. Among special educators, the second important reasons for planning to leave included: (1) for an even better teaching assignment (15.6%), (2) dissatisfied with assignment (14.3%), and (3) for better salary or benefits. General educators' second reasons included: (1) for an even better teaching assignment (27.2%), (2) to pursue another education-related career (8.9%), and (3) for better salary or benefits (8.8%). The third reasons for planning to leave included those similar to primary and second reasons for planning to leave. Special educators third reasons for leaving included: (1) dissatisfied with assignment (9.7%) and (2) for an even better teaching assignment (9.1%). General educators gave as third important reasons for planning to leave: (1) pursue a career outside of education (12.2%) and (2) better salary or benefits (11.5%).

d. Reasons for Leaving--Dissatisfiers

Teachers who identified dissatisfaction with either their teaching assignment or with teaching as a career as a reason for leaving were asked to identify from a list

Table 6.4

Special and General Educators' Reasons for Planning to Leave

Reasons for Planning to Leave	**Special % ***	**General % ***
Family or personal move	16.2	13.6
Pregnancy/child rearing	7.1	7.3
Health	9.7	10.7
To retire	12.3	20.7
To pursue another education-related career	33.1	44.4
To pursue a career outside of education	15.6	16.2
For better salary or benefits	19.5	47.2
For an even better teaching assignment	39.0	21.5
Dissatisfied with assignment	47.4	30.0
Dissatisfied with teaching as career	10.4	9.9
To take sabbatical or break	8.4	3.8
Other	12.3	11.7

* These percentages are based on the numbers of teachers who planned to leave their positions within three years. For more information see Exhibits 6.54 and 6.55A.

of 27 items those specific "dissatisfiers" that were important to their decisions to leave. Teachers were also asked to select the one that was important to their plans to leave.

The percentage of special and general educators selecting each of the major dissatisfiers is listed in Exhibit 6.56A. An examination of this exhibit shows that there were few patterns for the most important area of dissatisfaction. Special educators' dissatisfiers included (across all reasons):

- Too much paperwork (10%).
- Class size/caseload too large (9.2%).
- Lack of adequate support staff (e.g., aides) (7.4%).
- Inappropriate placement of students with disabilities (7.2%).

General educators' dissatisfiers included (across all reasons):

- Student discipline problems (7.4%).
- Too much paperwork (5.4%).
- Inadequate support from principal(s) (4.9%).
- Class size/case load too large (4.2%).

E. Research Question 4: Career Plans of Special and General Educators' Who Plan to Leave

Exhibit 6.57 shows what special and general educators plan to be doing in 3 years. Overall, special and general educators' plans are similar. A similar number of special (66.2%) and general educators (69.7) plan to be in their current positions. About 8% of special educators plan to teach in another school in the MCS and 3% plan to teacher general education in the MCS. Approximately 4% of general and special educators plan to be in similar positions in other school districts. Another 3% of general and special educators plan to be employed in education, but in a nonteaching job. A similar percentage of general and special educators plan to be employed as administrators in education (sped=3.6% and gened=5.5%). Only 2% of general and special educators plan to be employed outside of education.

F. Research Question 5: Desire to Transfer to Another MCS School

Teachers were asked "do you want to transfer to a teaching position in another school in Memphis City?" Those who answered "yes" to this question were asked to indicate the names of the school(s) to which they wanted to transfer. They were given an opportunity to provide first, second, and third choices. Exhibits 6.51A-J provide the results of these data.

Approximately 21% of both special and general educators indicated that they wanted to transfer to another school in the MCS. Exhibits 6.51G and 6.51D provide a summary of special and educators' reasons for desiring a transfer, respectively. Among special educators, the primary reasons given include: (1) location (wanting to be closer to home, closer to children, etc.; 17.5%), (2) administration (desiring more support or recognition; 18.6%), and (3) assignment areas (desire to change assignment; 3.9%). The pattern was similar for general educators. Their primary reasons also included location (20.8%) and administration (8.4%). However, few general educators (3.9%) gave "change assignment" as a reason for transferring.

Exhibit 6.51A shows that 37.6% of the special educators currently teaching in inner city schools want to transfer, as compared to 16.7% of those teaching in urban schools. However, the percentage of special educators currently teaching in high, medium, and low SES schools seems fairly evenly distributed. Among general educators, the pattern is less clear. However, more of the general educators teaching in urban schools requested transfers than those in inner school schools. Those general educators teaching in medium or low SES urban schools were more likely to request a transfer than those teaching in higher SES schools.

Exhibits 6.51B and 6.51C provide the types of schools to which general and special educators want to transfer, respectively. The pattern of schools desired was similar for both special and general educators. For both groups of teachers, high SES urban schools dominated the first, second, and third choices of schools. Medium SES urban schools followed, with relatively few special or general educators desiring to transfer to inner city schools. Further, elementary levels transfers were requested most often, followed by secondary and then middle schools.

G. Research Question 6: Problems Faced by Special and General Educators' and Proposed Solutions

Teachers were asked to list the most pressing problems they face as a teacher. Next they were asked what actions they believe the MCS should take to solve each of the problems they identified. A coding framework was used to code each of the individual problems identified problems by the special and general educators. Although there were 243 individual codes, they were grouped under the major categories listed in Table 6.5. Table 6.5 provides the percentage of all of the respondents who selected problems within each of these categories (respondents may have been counted more than once within a single category if they identified more than one problem within a category). The primary problems identified by both special and general educators are shown in Table 6.5 and include: (1) responsibilities, (2) resources, (3) students, (4)

Table 6.5

Pressing Problems Identified by Special and General Educators

	Special Educators		**General Educators**	
Problem Area	**N**	**%**	**N**	**%**
Administrators	49	11	606	12
Colleagues	36	8	296	6
Curriculum/Instruction	27	6	375	8
Facilities/Classrooms	40	8	297	7
Parents	57	12	942	19
Professionalism	29	6	214	4
Resources	133	29	605	12
Responsibilities	259	57	1,849	37
Salary/Benefits	27	6	396	8
Special Education	35	8	29	1
Students	115	25	2,387	48

parents, and (5) administrators. It is interesting to note that the problems identified most frequently were the same for both special and general educators. However, special educators identified responsibilities and resources as problems more frequently than the general educators, whereas general educators identified students and parents as problems more frequently than the special educators. About 12% of both special and general educators selected "administrators" as problems.

To better understand these general educators, the reader needs to consult Exhibit 6.62. This exhibit outlines the percentage of special and general educators who identified each of the 243 subcategories as a pressing problem. For example, "caseload too big" and "paperwork" are two of the most frequently identified problems under the larger category "responsibilities." Similarly, under the broad category "students," respondents frequently identified "discipline problems" and "not motivated" as pressing problems. As Exhibit 6.62 shows, paperwork was identified as a pressing problem by 35% of the special educators and 12% of the general educators.

Table 6.6 outlines special and general educators' proposed solutions for frequently mentioned problems. A review of these proposed solutions should also help the reader to better understand the problems identified.

H. Research Question 7: Special and General Educators' Perceptions of the MCS Work Conditions

Table 6.7 outlines composite means and standard deviations (or standard errors for the samples of general education teachers) for the 12 composite work perception variables (defined in Section II, A and again in sections below) for both special and general educators. Special educators were most satisfied in the areas of students assigned, input into decisions, colleague support, principal support, and supervisor support; they were least satisfied with workload, teaching load, and special education climate.

General educators were most satisfied with students assigned, input into decisions, colleague support, principal support, and resources; they were least satisfaction with teaching load, workload, school climate, supervisor support, and parent support.

Table 6.6

Special Educators' Proposed Solutions for Frequently Mentioned Problems

ADMINISTRATORS

- Require consistency among administrators
- Provide teachers with chain of command
- Hire better administrators
- Monitor principal effectiveness
- Remove ineffective administrators
- Select administrators who value teachers
- Provide clear discipline policies
- Have administrators enforce discipline
- Require that administrators support teachers
- Encourage teachers to communicate with administrators

PARENTS

- Encourage/facilitate parent involvement
- Mandate conferences for parents
- Provide support services for parents
- Provide parent education
- Make home visits
- Stress importance of parent involvement to parents
- Hire person to make parent contacts

RESOURCES

- Provide materials
- Provide computers
- Increase money to buy materials
- Provide resource center
- Provide texts appropriate to student levels

(continued)

Table 6.6 (continued)

Increase number of teachers
Full teaching load for all teachers
Provide teacher assistants
Provide teacher aides
Reduce number of students
Evenly distribute students
Limit age/grade range of students taught
Open more classes
Eliminate multicategorical classes
Remove students not needing services
Improve screening/students identification procedures
Pay special educators more
Do not require certain courses

STUDENTS

1. Not motivated

Provide opportunities for students to succeed
Provide training for difficult students
Provide positive role models
Enforce discipline policies
Have administrators enforce discipline
Provide support services for parents
Hire better administrators
Provide clean, attractive school environment
Provide special classes for underachievers
Provide programs to increase self-esteem
Provide guidance/counseling
Provide alternative programs/schools

(continued)

Table 6.6 (continued)

Provide mental health services

Provide more teacher aides/assistants

Provide current materials/equipment

Provide classroom to itinerants

Provide teachers' guide/books

Provide duplicating/xeroxing services

Provide larger room

Provide supports for problem children

Provide physical therapy

Provide occupational therapy

Provide physical education

Provide special instruction (i.e., art, music, PE, library)

RESPONSIBILITIES

1. Paperwork

Provide assistants

Reduce paperwork

Use checklist for IEPs

Computerize paperwork

Reduce redundancy in paperwork

Increase school planning time for paperwork

Have central office do paperwork

Have administrators solve paperwork problem

Provide volunteers/parent assistance

Allow teachers to design forms

Combine forms

2. Caseload size and diversity

Limit class size

(continued)

Table 6.6 (continued)

2. Student attendance problems

- Provide clear attendance policies
- Enforce discipline policies
- Require parent support
- Provide suspension/detention
- Provide full-time disciplinarians

3. Discipline problems

- Provide suspension/detention
- Provide alternative programs/schools
- Remove disruptive students from school
- Require parent support for discipline
- Allow creativity for working with difficult students
- Provide clear discipline policies
- Raise standards for behavior
- Enforce discipline policies
- Have administrators enforce discipline
- Provide full-time disciplinarians
- Provide programs to increase self-esteem
- Provide guidance/counseling
- Place students appropriately
- Provide training for difficult students
- Provide opportunities for students to succeed
- Require administrators to support teachers
- Assign aides in classes

4. Violent/aggressive students

- Increase security
- Put metal detectors in schools

(continued)

Table 6.6 (continued)

- Do unannounced locker checks
- Provide suspension/detention
- Provide alternative programs/schools
- Remove disruptive students from school
- Require parent support for discipline
- Provide clear discipline policies
- Raise standards for behavior
- Enforce discipline policies
- Have administrators enforce discipline
- Provide full-time disciplinarians
- Provide programs to increase self-esteem
- Provide guidance/counseling
- Provide crime stopper program

5. Students inappropriately placed in class

- Place students appropriately
- Improve screening/student identification
- Reassign misplaced students
- Provide alternative programs/schools
- Eliminate multicategorical classes
- Provide broader program selections for placement

Table 6.7

Comparisons of Special and General Educators' Perceptions of Work-Related Variables

Composites:		Special	General	t-Statistic
Teach Load	n	431	4711	
	Mean	2.63	2.91	-5.01***
	SD/SE	.04	.06	
Workload	n	443	4756	
	Mean	2.50	2.60	-1.10
	SD/SE	.90	.06	
School climate	n	403	4625	
	Mean	2.86	2.82	.93
	SD/SE	.72	.05	
Principal support	n	413	4586	
	Mean	3.10	3.18	-1.45
	SD/SE	.75	.06	
Supervisor support	n	342	2268	
	Mean	3.13	2.93	2.14**
	SD/SE	.78	.09	
Colleague support	n	427	4687	
	Mean	3.02	3.21	-5.79**
	SD/SE	.53	.03	
Special ed climate	n	408	4783	
	Mean	2.45	2.96	-11.79**
	SD/SE	.67	.04	
Input--decisions	n	414	4745	
	Mean	3.13	3.20	-1.80
	SD/SE	.54	.04	
Students assigned	n	420	4790	
	Mean	3.22	3.16	1.61
	SD/SE	.57		
Parent support	n	432	4862	
	Mean	2.79	2.83	-.84
	SD/SE	.62	.04	
Resources	n	427	4724	
	Mean	2.87	3.31	-8.60**
	SD/SE	.80	.05	
Learning Opport	n	434	4725	
	Mean	2.71	2.93	-4.60**
	SD/SE	.69	.05	

* For more information see Exhibits 6:14, 6.22-6.40

** $p < .05$ *** $p < .0001$

Differences between general and special educators on these composite scales were tested using independent sample t-tests. Differences between special and general educators at the .05 level are identified by an asterisk next to the variable name in Table 6.7. Of the 12 variables, special educators had significantly lower scores than general educators on 5 of the 12 variables.

Differences between special and general educators on each of the individual items making up the composites were assessed using t-tests (items not included on the final composites were also tested). Significant differences between special and general educators at the p < .01 level are indicated by asterisks on the Exhibits. Table 6.8 also provides additional analyses of teachers' perceptions of selected work experiences for special education teachers by inner city versus urban schools. As this table shows, inner city school teachers had lower satisfaction than urban city school teachers on a number of items, including satisfaction with students, satisfaction with teaching resources, satisfaction with workload, and satisfaction with input into assignment.

Table 6.8

Urban and Inner City Teachers' Perceptions of Selected Work Experiences

	Inner City School (N=105)		Urban School (N=311)	
	Mean	**SD**	**Mean**	**SD**
Satisfaction with input into assignment	2.89	.83	3.16	.70
Satisfaction with students	3.06	.70	3.30	.65
Satisfaction with parental support	2.85	.63	2.92	.67
Satisfaction with teaching resources	2.60	.74	3.02	.89
Satisfaction with workload	2.49	.97	2.78	.90

Each of the individual composite scales is reviewed below comparing general and special educators.

1. Teaching Load

The teaching load composite consisted of 4 items designed to assess to assess special and general educators' perceptions of their teaching load. As shown in Table 6.7, special and general educators had relatively low satisfaction with their teaching load (sped M=2.63; gened M=2.91).

Almost half of the special educators and about a third of the general educators either "disagreed" or "tended to disagree" that their teaching load was reasonable in terms of the number of students in their classes (see Exhibit 6.13). Over half of the special educators and close to half of the general educators either "disagreed" or "tended to disagree" that their teaching load was reasonable in terms of the "range of students' needs/abilities." Further, almost half of the special educators and about a third of the general educators either "disagreed" or "tended to disagree" that their teaching load was reasonable in terms of the "subject/number of preparations I have."

On a more positive note, 86% of the general educators and about 70% of the special educators either "agreed" or "tended to agree" that their load was reasonable in terms of the age range of the students they served.

Table 6.7 also shows that special educators perceived less satisfaction with their teaching load than the general educators (sped M=2.63, gened M=2.91, t=-5.01, $p < .0001$). As expected, there were also significant differences between general and special educators on the individual items making up the composites (see Exhibit 6.13). Special educators were less likely than general educators to view their teaching loads as reasonable, in term of: (a) number of students in classes; (b) age range of students served; (c) range of students' needs/abilities; and (d) subject/number of preparations.

Special educators also responded to two teaching load items not on the general education questionnaire. They expressed relatively low levels of satisfaction with the "range of student disabilities served" (M=2.7) and "the severity of students served" in their classes (M=2.7).

2. Workload

Exhibits 6.37 and 6.38 outline general and special educators' perceptions about their workload, respectively. The composite workload variable consists of two items, "the number of hours I must work after school is reasonable" and "I have adequate planning time." Special and general educators have relatively low satisfaction scores on this composite, with a mean score of 2.3 for planning time for both special and general educators. Exhibits 6.37 and 6.38 show that over half of the special and general educators either "disagreed" or "tended to disagree" with the statement, "I have adequate planning time." Slightly more than a third of the general and special educators either "disagreed" or "tended to disagree" with the statement, "The number of hours I must work after school is reasonable."

Special and general educators also responded to five other workload variables not included on the composite scale (see Exhibits 6.37 and 6.38). Most of the special and general educators perceived that "parent demands" as well as "extracurricular demands" upon their time was reasonable. However, an overwhelming majority of both special and general educators either "agreed" or "tended to agree" with the statement, "details, 'red tape,' and required paperwork absorb too much of my time" (sped 92.5%; gened 85%). About a quarter of the general educators and a third of the special educators either "agreed" or "tended to agree" that "keeping up professionally is a considerable burden." In addition, a third of general educators and close to half of the special educators either "agreed" or "tended to agree" that their "classes are used as a dumping ground for problem students."

Special educators were significantly more likely than general educators to agree with the statement that "details, `red tape,' and required paperwork absorb too much of time" (sped M=3.6; gened =3.3, t=-5.48, p < .001).

3. School Climate

School climate consisted of 8 statements concerning the school in which the teachers worked. As Table 6.7 shows, the special and general educators' had the same, relatively low mean for school climate (M=2.8). Approximately 75% of special and general educators either "agreed" or "tended to agree" that their school is safe and approximately 85% of both teacher groups are proud of the reputation of their school (see Exhibits 6.22 and 6.23). In addition, approximately 80% of the teachers believe their school has a positive learning environment.

However, approximately 60% of the special and general educators perceive student behavior to be a problem in their school and close to half of both groups either "tended to disagree" or ""disagreed" that "students are committed to learning at this school." Approximately 40% of both teacher groups either "agreed" or "tended to agree" that the morale of their school staff was low.

4. Principal Support

The composite "principal support" consisted of 14 items designed to assess teachers' perceptions of the support they receive from their principals (see Exhibits 6.24 and 6.26). As Table 6.7 shows, the means for the principal support composite were relatively high (sped 3.10; gened 3.18) compared to a number of the other work-related variables.

Approximately 85% of general and special educators either "agreed" or "tended to agree" that their principals have their "respect and trust" and supports them in their "interactions with parents." Although the difference between special and general educators was not significant on this variable, there were significant differences between general and special educators on some of the individual items at the .01 level. General educators were more likely than special educators to agree to the following statements about their principals: (a) provides current information about teaching/learning; (b) informs me about school/district policies; (c) explains reasons behind programs and practices; (d) understands my program and what I do; (e) provides leadership about what we are trying to achieve; and (f) interacts with me frequently.

5. Supervisor Support

The composite "supervisor support" variable consisted of 14 items designed to assess teachers' perceptions of the support they receive from their central office supervisors. The items in this composite were the same ones used to assess principal support (see above).

Similar to the perceptions of principal support, about 86% of general and special educators either "agreed" or "tended to agree" that their central office supervisor "has my respect and trust." However, respondents indicated the lowest means for "interacts with me frequently."

Table 6.7 shows that special educators perceived significantly higher central office supervisor support than did general educators (sped= 2.93; gened 3.13). A review of Exhibits 6.25 and 6.27 shows the highest item means for special and general educators include: (a) has my support and trust; (b) recognizes and supports the work I do; (c) understands my program and what I do; and (d) provides leadership about what we are trying to achieve. Items with relatively low means include: (a) interacts with my frequently and (b) allows me input into the decisions that affect me. Special educators had significantly higher item means than general educators on two items: "supports me in my interactions with parents" and "understands my program and what I do."

6. Colleague Support

Colleague support was measured with 8 items designed to assess teachers' attitudes toward and experiences with their colleagues. As shown in Table 6.7, the composite means for colleague support are relatively high compared to the other work variables (sped 3.02; gened 3.21).

Almost all the general educators (99%) and special educators (96%) either "agreed" or "tended to agree" with the statement "most teachers in my school treat me with respect". About 90% of the general educators and 82% of the special educators either "agreed" or "tended to agree" with the statement, "I often exchange professional ideas with other teachers in this school." Approximately 85% of general and special educators either "agreed" or "tended to agree" that "most of my colleagues have high expectations for themselves." However, about a third of the special and general educators either "agreed" or "tended to agree" with the statement that, "I have a number of colleagues who are not competent."

General educators reported significantly higher colleague support than the special educators. Exhibits 6.28 and 6.29 highlight differences between special and general educators on the individual items. General educators had higher means than special educators on the following individual items: (a) most of my colleagues in this school understand what I do; (b) I often exchange professional ideas with other teachers in this school; (c) I feel included in what goes on at this school; and (d) most teachers in this school treat me with respect.

7. Special Education Climate

The five special education climate statements were designed to assess special and general educators' perceptions about the special education environment. Although most of the items on this composite are comparable, they are not identical (see Exhibits 6.30 and 6.31).

General educators were more likely than special educators to perceive a favorable special education climate and there were significant differences between general and special educators on every item on the composite (see Table 6.7). Over 40% of general educators either "disagreed" or "tended to disagree" that they have the knowledge to work effectively with students with disabilities, although they reported relatively positive attitudes about working with special education students. Interestingly, over 70% of special educators either "disagreed" or "tended to disagree" that general educators have the knowledge to work effectively with students with disabilities, and only 2.9% of the special educators "agreed" with this statement. Further, close to half of the special educators either "disagreed" or "tended to disagree" that "the staff at this school have positive attitudes toward special education staff and students," while only 22% of general educators either "disagreed" or "tended to disagree" with that statement. In summary, special educators report relatively low levels of satisfaction with the climate for special education in the MCS schools, although general educators report somewhat more positive perceptions.

8. Input Into Decisions

Two items were included in this composite: (a) I have autonomy in making classroom decisions, and (b) I have influence over school-related policies (see Exhibits 6.22 and 6.23). Approximately 90% of general and special educators either "agreed" or "tended to agree" that they had autonomy in making classroom policies (see Table 6.9). However, far fewer of both groups felt they had influence over school-related policies. Over half of the general and special educators either "tended to disagree" or "disagreed" that they have "influence over school-related policies." General educators were more likely than special educators to perceive influence over school policies (sped=2.2; gened 2.4, $p < .01$).

9. Students Assigned

The composite "students assigned" consisted of 6 items relating to teachers' students and their relationships with their students. As shown in Table 6.7, general and special educators had relatively high composite means for students assigned (sped 3.22; gened 3.16). Exhibits 6.32 and 6.33 show the means for each of the individual items that comprise this composite. In general, teachers appear to feel positively about their relationships with their students. About 98% of both general and special educators either "agreed" or "tended to agree" with the statement, "I have good relationships with my students and about 96% of both groups either "agreed" or "tended to agree" that "my students respect me."

Table 6.9

Comparisons of Special and General Educators' Perceptions of Input into Decisions

Items	Agree % (SE)	Tend to Agree % (SE)	Tend to Disagree % (SE)	Disagree % SE	M	(SD)
Special						
Autonomy in classroom decisions	59.4(NA)	32.7(NA)	5.5(NA)	2.3(NA)	3.5	(0.7)
Influence over school policies*	10.3(NA)	27.7(NA)	32.7(NA)	29.3(NA)	2.2	(1.0)
General						
Autonomy in classroom decisions	55.9 (3.5)	33.0 (3.2)	7.6 (2.0)	3.5 (1.4)	3.4	(0.1)
Influence over school-related policies*	13.0 (2.5)	29.1 (3.2)	39.3 (3.4)	18.6 (2.7)	2.4	(0.1)

* Significant difference between general and special educators, $p < .01$.

Fewer teachers felt as positive about students' motivation. About 75% of the special and general educators either "agreed" or "tended to agree" that "my students are motivated and cooperative" and about 58% of the general and special educators either "agreed" or "tended to agree" that "my students come to class ready to work."

10. Parent Support

Parent support was assessed by 4 items. Table 6.7 shows similar means for both general and special educators in the "parent support" composite (sped 2.79; gened 2.83). A review of Exhibit 6.34 shows that teachers had relatively low means for two of the items: (1) only about 56% of special educators and 61% of general educators either "agreed" or "tended to agree" that "parents usually attend scheduled conferences," and (2) about 31% of general educators and 56% of special educator either "agree" or "tended to agree" that "many of my students' parents regularly spend time with students on instruction at home."

The means relating to teacher-parent relationships were appreciably higher. About 88% of the special and general educators either "agreed" or "tended to agree" that "most of my students' parents respect and support the things I do." About 94% of special and general educators either "agreed" or "tended to agree" that "I have good relations with my students' parents." There were no significant differences between general and special educators on either the composites or the individual items.

11. Resources

Six items were included in the "resources" composite to assess teachers' satisfaction with the materials and supplies that they had to teach with as well as the procedures for obtaining what they need. Special educators perceived that they have fewer resources than general educators (sped 2.87; gened 3.31, see Table 6.7). As Exhibits 6.35 and 6.36 show, special educators had significantly lower satisfaction on every individual item. Almost 80% of the general educators either "agreed" or "tended to agree" that they "have the instructional materials" they need, while only 54% of the special educators either "agreed" or "tended to agree" with that statement.

Additional items not included in the composite show that approximately half of the special and general educators either "disagree" or "tended to disagree" that they have the computers/electronic devices that they need (see Exhibits 6.35 and 6.36). Further, over half of the special and general educators either "disagreed" or "tended to disagree" that they have the aide/clerical assistance that they need.

12. Learning Opportunities

The learning opportunities composite includes 5 items to indicate teachers' satisfaction with their learning opportunities. Table 6.7 shows that general educators are more satisfied with their learning opportunities than special educators (sped 2.71; gened 2.93). Exhibits 6.39 and 6.40 show significantly lower means for special educators on three of the five items.

About 81% of general educators and 67% of special educators either "agree" or "tended to agree" with the statement, "in my job, I have many opportunities to learn new things." About 60% of the general educators and 50% of the special educators either "agreed" or "tended to agree" that "inservice programs are relevant and useful."

I. Research Question 8: Special and General Educators' Attitudes Toward and Affective Reactions to Their Work

Tables 6.10 and 6.11 outline means and standard deviations for selected variables for both special and general educators (specific items included in each composite can be found in Exhibits 6.40-6.45 and 6.47-6.50). The first five variables on Table 6.10 are conceptualized as work rewards. The sixth variable, stress is an affective reaction to work. Table 6.11 includes items assessing special and general educators' commitment to the MCS, their teaching field, and the teaching profession. Significant differences between general and special educators are indicated by asterisks on both tables.

For the four reward variables (i.e., job satisfaction, teaching efficacy, salary/benefits, and ancillary rewards), special and general educators reported the highest level of satisfaction with ancillary rewards (sped M=3.41; gened M=3.36). Teaching efficacy means were also relatively high for both groups (sped M=3.12; gened M=3.13), meaning that, overall, teachers feel that their efforts make a difference with students. The lowest means for both special and general

Table 6.10

Comparisons of Special and General Educators' Perceived Work Rewrds and Stress*

Composites:	Special	General	t-statistic
Job Satisfaction			
n	440	4899	
Mean	2.95	3.17	-4.15***
SD/SE	.93	.05	
Efficacy[1]			
n	424	4736	
Mean	3.12	3.13	.16
SD/SE	.52	.04	
Salary/Benefits[1]			
n	435	4766	
Mean	2.88	2.84	.75
SD/SE	.77	.05	
Ancillary[1]			
n	423	4728	
Mean	3.41	3.36	1.67
SD/SE	.57	.03	
Student Progess[2]			
n	403	4717	
Mean	76.54	77.36	-.66
SD/SE	21.51	1.24	
Stress[3]			
n	441	4877	
Mean	2.42	2.29	2.35**
SD/SE	.86	.06	

* For more information see Exhibits 6.40-6.45.

** $p < .02$

*** $p < .0001$

[1] Response scale [agree (4) to disagree (1)].

[2] Percentage of students making satisfactory progress.

[3] Response scale [almost always (5) to almost never (1)].

educators were in the area of salary and benefits (sped M=2.88; gened M=2.84). Special and table 6.10 general educators reported similar results for student progress.

The only significant differences between special and general educators were in job satisfaction and stress. Special educators reported significantly lower job satisfaction than general educators (sped M=2.95; gened M=3.17). Special educators also perceived higher levels of stress than their general education counterparts (sped M=2.42; gened M=2.29).

Table 6.11

Special and General Educators' Commitment to MCS, Teaching Field, and Teaching Profession*

Area of Commitment		Special	General	t-Statistic
Teaching Profession				
	n	436	4708	
	Mean	3.14	3.30	-2.96**
	SD/SE	.67	.04	
Teaching field				
	n	441	4827	
	Mean	3.12	3.31	-4.40**
	SD/SE	.71	.04	
Memphis City				
	n	423	4728	
	Mean	3.06	3.30	-5.76***
	SD/SE	.72	.04	

* For more information see Exhibits 6.47-6.50.
** p < .01
*** p < .0001

The commitment items are designed to assess teachers' commitment to the teaching profession, their teaching field, and the MCS school district. As Table 6.11 shows, the composite commitment scores ranged from a low of 3.06 (special educators' commitment to the MCS) to a high of 3.31 (general educators' commitment to teaching field). General educators had significantly higher commitment scores than the special educators across the three types of commitment. Each of the individual scales is review below.

Tables 12 and 13 show additional comparisons between African American and European American special education teachers as well as urban and inner city special education teachers, respectively. As Table 12 shows, African-American special education teachers report lower stress than European-American special education teachers and are more committed to MCS than European-American teachers. Table 13 shows that inner city special education teachers are less satisfied with their schools and report higher stress than urban school teachers.

1. Job Satisfaction

Job satisfaction was measured by a single item asking, "Overall, how satisfied are you with your current job in the MCS?" Response choices ranged from a value of "4" for "very satisfied' to a value of "1" for "very dissatisfied'. Exhibit 6.43 shows the percentages of special and general educators who selected each of the response items. Special educators reported significantly lower job satisfaction than general educators (sped M=2.95; gened M=3.17, t=-4.15, $p < .0001$). About 74% of special educators indicated they were either "very satisfied' or somewhat satisfied with their job in the MCS compared to about 85% of the general educators.

2. Teaching Efficacy

This 6-item composite was designed to assess special and general educators' teaching efficacy, or the belief that their efforts make a difference. Teaching efficacy means were relatively high for both special and general educators. No differences were found between general or special educators on the composite scores or on any of the individual items. A review of Exhibits 6.40 and 6.41 shows that most of the teachers believe that their efforts make a difference with students. For example, close to 90% of special and general educators either "agreed" or "tended to agree" that they are making a significant difference with students. Over 80% of the teachers either "agreed" or "tended to agree" that if they try hard, they can get

Table 6.12

African-American and European-American Special Education Teachers' Perceptions of School Satisfaction, Efficacy, Stress, and Commitment

	African-American (N=162)		European-American (N=287)	
	Mean	S.D.	Mean	S.D.
School satisfaction	2.92	.66	2.89	.80
Efficacy	3.28	.60	3.19	.61
Stress	2.25	.85	2.61	.91
Commitment to Field	3.19	.85	3.11	.75
Commitment to MCS	3.57	.58	2.97	.73
Commitment to Profession	3.18	.70	3.19	.74

Table 6.13

Urban and Inner City Special Education Teachers' Job Satisfaction, Efficacy, Stress, and Commitment.

	Inner City School (N=105)		Urban School (N=311)	
	Mean	S.D.	Mean	S.D.
School satisfaction	2.64	.73	2.96	.74
Efficacy	3.14	.70	3.21	.57
Stress	2.62	1.06	2.46	.85
Commitment to Field	3.02	.74	3.18	.79
Commitment to MCS	3.18	.78	3.17	.74
Commitment to Profession	3.12	.76	3.20	.72

through to even the most difficult or unmotivated students. Almost all (95%) either "agreed" or "tended to agree" that they can generally deal successfully with behavior problems in their classes. About 75% of the teachers indicate that they either "agree" or tend to agree that they are satisfied with the accomplishments and progress of most of their students.

3. Salary/Benefits

This 3-item composite was designed to assess teachers' satisfaction with their salaries and benefits. Exhibit 6.45 shows that 76% of special educators and 68% of general educators perceive that the MCS salary policies are administered fairly. However, only about 58% of special and general educators either "agreed" or "tended to agree" that salaries in the MCS compare favorably with salaries in other systems they might teach in. About 78% of both special and general educators believe that the MCS offers a reasonable benefits package. Although there were no differences between special and general educators on the composite scale, special educators were more likely than general educators to believe that the MCS salary policies are administered fairly.

4. Ancillary Rewards

The 4 ancillary reward items included on the composite scale were designed to assess teachers' view about their work hours, work location, vacations, and job security (see Exhibits 6.44 and 6.45). Special and general educators had relatively high mean scores on this composite, meaning they are happy with the ancillary rewards associated with their work. About 80% of general educators and 75% of special educators either "agreed" or "tended to agree" that the location of their current school was convenient for them. About 93% of general educators and 89% of special educators either "agreed" or "tended to agree" that they like their current work hours. About 63% of general educators and 73% of special educators either "agreed" or "tended to agree" that summer vacations are an important reason for remaining in teaching.

5. Student Progress

Special and general educators' responses to the following student progress item were identical: "what percentage of your students have made satisfactory progress this year?" (special educators 76.54% and general educators 77.36%). Exhibit 6.43 provides more detailed results of special and general educators response to this question.

6. **Stress**

The 6 composite stress items measured felt stress among special and general educators (see Exhibit 6.42). Teachers were asked to indicate the frequency with which they experienced stress (from "almost never" to "almost always"). Special educators reported significantly higher levels of stress than the general educators. For example, 31% of special educators and 19% of general educators indicated that either "frequently" or "almost always" "the amount of work I have to get done interferes with how well it gets done." Almost one-third of the special and general educators either "frequently" or "almost always" "worry about school problems while at home." About 21% of special educators and 18% of general educators either "frequently" or "almost always" feel under a lot of pressure at work.

7. **Commitment to Teaching Profession**

Teachers' commitment to the teaching profession was assessed with 4 items. Although general educators' commitment was significantly higher than special educators (sped M=3.14; gened M=3.30, t=-2.96, $p < .001$), both groups of teachers reported relatively high levels of commitment. As Exhibits 6.49 and 6.50 show, about 80% of general educators and 71% of special educators either "agreed" or "tended to agree" that they would become teachers if they had it to do over again. Approximately 45% of special and general educators either "agreed" or "tended to agree" that they would move to a nonteaching position if it had comparable income and benefits. Close to 90% of both teacher groups indicated that being a teacher is rewarding and contributes to a satisfying life.

8. **Commitment to Teaching Field**

The 4 teaching field items were designed to assess how special and general educators' feel about their specific teaching fields (e.g., English, special education). Special educators' had significantly lower teaching field commitment than general educators (sped M=3.12; gened M=3.31, t=-4.40, $p < .01$), although both groups have relatively high commitment to their respective fields. As Exhibits 6.47 and 6.48 demonstrate, about 96% of general educators and 90% of special educators either "agreed" or "tended to agree" that "I am satisfied with my choice of teaching field." About 75% of general educators and 66% of special educators either "agreed" or "tended to agree" that "if they could go back to their college days and start over, they would again choose their teaching fields."

Special educators were asked to respond to two additional teaching field commitment items not on the composite scale. About 30% of the special educators indicated either "agreed" or "tended to agree" that "I would accept a non special education teaching position if it was offered to me." Over 90% of the special educators "tended to agree" that "I am committed to working with students with disabilities."

9. Commitment to the MCS

Three items were used to assess commitment to the MCS (see Exhibits 6.49 and 6.50). Although general educators had significantly higher commitment than special educators, (sped M=3.06; gened M=3.30; t=-5.76, p < .0001), special educators tended to be fairly committed to the MCS. However, commitment to the MCS was lower for both teacher groups than commitment to teaching profession and teaching field.

About 82% of general educators and 72% of special educators either "agreed" or "tended to agree" that "I am proud to tell others I am part of the MCS." Approximately 70% of general educators, but only 55% of special educators either "agreed" or "tended to agree" that "I talk up the MCS to my friends as a great district to work in."

J. Research Question 9: Special and General Educators' Career Intents/Commitments and Their Association With (1) Work Attitudes and Affective Reactions, (2) Personal, (3) Work-Related, and (4) Professional Qualifications Variables

Career intent and commitment includes five different variables. The two intent variables include both long-term and short-term career intentions. The first long-term variable, intent to stay in teaching, is comprised of teachers' responses to "how long do you plan to remain in teaching?" Response choices ranged from "as long as I am able" (a value of "1") to "definitely plan to leave as soon as i can" (a value of "4"). (Descriptive findings for "stayers," i.e., those planning to remain in teaching, are presented in Section III.C.1 of this chapter.) The second short-term intent variables, intent to stay in current position for 3 years is comprised of teachers' responses to "do you plan to be in your current position in 3 years?" Response choices consisted of "yes" or "no." (Descriptive results for those planning to stay for "3 years" are presented in Section III.C.3 of this chapter.)

The three *commitment* variables include (1) commitment to the teaching profession, (2) commitment to the teaching field, and (3) commitment to the MCS. The composite commitment variables were described earlier and the descriptive results are presented above in Section I.

The intercorrelations between teachers' career intents/commitments and the other variables are included in Exhibit 6.61. Those variables with the highest correlations with teachers' intents/commitments are included in Table 6.14.

A review of Table 6.14 clearly shows that work-related variables and attitudes and reactions toward work were most correlated with the 3 commitment and 2 intent variables, while professional qualifications and personal variables were minimally correlated with commitment and intent. It is important to note that these correlations do not control for any other variables that may influence these relationships.

A review of Table 6.14 demonstrates that the selected independent variables had the highest correlations with commitment to the MCS and teaching field. The independent variables had the lowest correlations with intent to "stay," which is logical since this outcome variable is general and asks for long-term plans. Job satisfaction had the highest correlation to the five teaching commitment and intent variables.

1. Commitment to the MCS

Those variables having the highest correlation with MCS commitment include school climate, principal support, job satisfaction, stress, and professional development. Other variables having at least one group (special or general) correlate .35 or more with MCS commitment include: teaching efficacy, colleague support, special education climate, input into decisions, and students. In general these relationships suggest that the higher the level of satisfaction with these variables, the higher the commitment to the MCS. The one exception is stress: the higher the level of stress, the lower the commitment to the MCS.

Table 6.14

Variables Correlating with Commitment and Intention to Stay in Teaching*

		Correlation Coeficients				
		Commitment To:			Intent To Stay:	
Variables	Mean	Tching	Field	MCS	Indef	3 Years
Preparedness						
Special	3.27	.08	.21	.18	-.06	.12
General	3.47	.13	.16	.28	-.03	.11
Initial plan to stay						
Special	2.36	.24	.09	.12	.17	.06
General	2.36	.21	.16	.13	.15	.06
School climate						
Special	2.86	.33	.40	.46	.20	.36
General	2.82	.32	.37	.51	.27	.43
Principal support						
Special	3.10	.32	.24	.39	.20	.24
General	3.18	.34	.36	.50	.23	.38
Supervisor Support						
Special	3.13	.23	.34	.43	.12	.20
General	2.93	.24	.27	.30	.10	.15
Colleague Support						
Special	3.02	.19	.21	.35	.15	.16
General	3.21	.31	.38	.41	.12	.28
Special ed climate						
Special	2.45	.14	.17	.29	.06	.15
General	2.96	.18	.17	.36	.15	.07
Input into decisions						
Special	3.13	.25	.25	.34	.80	.20
General	3.20	.24	.25	.37	.09	.29
Students						
Special	3.22	.25	.35	.29	.14	.22
General	3.16	.26	.28	.41	.28	.36
Parents						
Special	2.79	.24	.26	.27	.14	.11
General	2.83	.32	.23	.40	.23	.25

(continued)

Table 6.14 (Continued)

		Correlation Coeficients				
		Commitment To:			Intent To Stay:	
Variables	Mean	Tching	Field	MCS	Indef	3 Years
Resources						
Special	2.89	.33	.31	.38	.08	.20
General	3.31	.09	.21	.14	.06	.20
Workload						
Special	2.50	.24	.29	.23	.17	.12
General	2.57	.07	.17	.15	.00	.18
Teachload						
Special	2.63	.30	.37	.22	.16	.18
General	2.91	.14	.22	.12	.12	.25
Professional						
Development	2.71	.31	.30	.44	.15	.15
Special	2.93	.36	.38	.51	.23	.19
General						
Job Satisfaction						
Special	3.00	.47	.56	.54	.34	.46
General	3.17	.37	.43	.57	.32	.43
Stress						
Special	2.42	-.38	-.39	-.46	-.22	-.30
General	2.29	-.22	-.27	-.41	-.20	-.31
Teaching efficacy						
Special	3.12	.31	.34	.31	.16	.18
General	3.13	.30	.30	.42	.27	.19
Student Progress						
Special	76.54	.21	.27	.17	.12	.13
General	77.36	.24	.21	.32	.26	.19
Salary/Benefits						
Special	2.88	.34	.19	.28	.21	.10
General	2.84	.31	.11	.21	.19	.07
Employability						
Special	2.91	-.11	-.12	-.00	-.01	.03
General	2.69	-.26	-.12	-.20	-.11	.09

* For additional information, see Exhibit 6.61.

2. Commitment to the Teaching Profession and the Teaching Field

Job satisfaction had the highest correlation to commitment to teaching field and the MCS. Therefore, the higher the job satisfaction, the higher the commitment. A number of other variables correlated at .30 or above with commitment to the teaching profession and the teaching field. These include school climate, principal support, colleague support, resources, teaching load, professional development, stress, and teaching efficacy.

3. Intent

Only one variable (job satisfaction) had a correlation of .30 or above with intent to "stay." However, a number of variables had correlations of .30 or above with "3 years". These included job satisfaction, school climate, principal support, stress, and students.

K. Research Question 10: Correlations Between Teaching Commitment and Intent to Stay

Table 6.15 provides the intercorrelations among the commitment and intent variables. The two types of commitment, to the teaching profession and to the teaching field, have the highest intercorrelations (.69 special educators; .60 for general educators). The smallest intercorrelation was between plans to stay for "3 years" and the other variables.

IV. SUMMARY AND DISCUSSION

This summary and discussion first provides an overall comparison of the findings between general and special educators and is then organized by the questions addressed in this chapter. For purposes of this presentation, the questions have been restated as brief topics.

A. Overall Comparison Between General and Special Educators

One of the primary purposes of this study was to determine how special educators compared to general educators along a number of career and work experience dimensions. Previous literature and data gathered in earlier phases of this project suggest that some special educators in the MCS are unhappy with a number of their work experiences. This

Table 6.15

Descriptive Statistics for Commitment and Intent Variables For Special and General Education Teachers

Commitment/Intent By Teaching Groups	N	Mean	SD/ SE	Correlation Coeficients Commitment To: Tching	Field	MCS	Intent To Stay: Indef	3 Years
Comm To Teaching								
Spec Ed Teachers	436	3.14	.67	1.00	.69	.54	.54	.22
Gen Ed Teachers	4708	3.27	.04	1.00	.60	.60	.35	.22
Comm To Field								
Spec Ed Teachers	441	3.12	.71		1.00	.43	.48	.33
Gen Ed Teachers	4827	3.31	.04		1.00	.45	.35	.30
Comm To MCS								
Spec Ed Teachers	423	3.06	.72			1.00	.30	.25
Gen Ed Teachers	4728	3.3	.04			1.00	.27	.28
Intent to Stay Indef								
Spec Ed Teachers	375	3.13	.86				1.00	.21
Gen Ed Teachers	4290	3.24	.06				1.00	.15
Intent To Stay 3 Yrs								
Spec Ed Teachers	452	1.66	.47					1.00
Gen Ed Teachers	4855	1.69	.03					1.00

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comprehensive study provides the MCS general educators as a reference group for understanding the MCS special educators.

Special educators appear to be very similar to general educators in their reasons for entering and staying in teaching. However, we found numerous differences between special and general educators. Overall, special educators viewed their situations less positively that the general educators. Special and general educators differed in their: (1) intent to stay in teaching; (2) desire to stay in teaching; (3) commitment to teaching, teaching field, and the MCS; (4) reasons for leaving; and (5) perceptions of numerous work experiences. A greater percentage of general than special educators indicate that they plan to stay in teaching until retirement. Special educators also report significantly less desire than general educators to remain in the MCS, their teaching field, and the teaching profession. Special educators also reported lower commitment to the teaching profession, their teaching fields, and the MCS than their general education counterparts. Further, of those teachers who intend to leave their current positions in 3 years, special educators more frequently than general educators gave dissatisfaction with their assignment as the reason for leaving.

One explanation for these differences is that special educators report less job satisfaction than general educators and also tend to view many aspects of their work life more negatively than general educators. Special educators appear to be less happy than general educators with their teaching load, their workload, the support they receive from their colleagues, the special education climate in their schools, the resources available to them, and their learning opportunities. MCS' special educators also reported significantly higher levels of stress than the general educators. A series of previous studies show contradictory findings when comparing stress levels between general and special educators (Billingsley & Cross, 1992).

B. Special and General Educators Reasons' for Entering the Teaching Profession

Special and general educators enter the teaching profession for largely the same reasons. These teachers entered teaching because they liked working with young people, desired to be of service to others, and wanted to make a contribution to society. These reasons are similar to those reported by Lortie (1975).

Many of the reasons given for choosing to teach in special education reflect prior experiences with students with disabilities. Almost a third of the special educators indicated that they had prior experiences with special needs students. Others became interested through a special education course or having a family member or friend with a disability.

C. Special and General Educators' Plans to Remain in Teaching and Perceived Employability

The majority of both special and general educators appear to be at least "behaviorally" committed to teaching. Once in teaching, over 75% of the general educators plan to stay until retirement, while 65% of the special educators plan to stay in teaching for the duration of their careers. Only 3.9% of the general educators and 8.6% of the special educators have little or no desire to stay in the teaching profession. Certainly, there is no reason to believe that a large exodus of special or general educators is likely given these plans. However, almost 10% of the special educators with little or no desire to stay in the teaching profession.

Although there were no differences between general and special educators in desire to remain in the school in which they were teaching, special educators were significantly less likely to desire to remain in the MCS, their teaching field, and the teaching profession.

It is interesting that while general educators plan to stay in teaching longer than special educators, general educators also perceive that they are more employable, i.e., they believe they have significantly greater nonteaching opportunities than special educators.

D. Special and General Educators' Reasons for Their Career Plans

Special and general educators report similar reasons for planning to stay in their current positions. (In general, reasons for planning to stay are similar to reasons for entering teaching.) Over half of the special and general educators find their work with students satisfying. However, these teachers also give pragmatic reasons for remaining, including income/benefits, job schedule, position compatible with family needs, and job security.

However, reasons for planning to leave their current positions, as well as work conditions, differed for the general and special educators, suggesting that at least these educators perceive their work situations differently. For example, while almost half of the special educators indicated dissatisfaction with assignment as a primary reason for leaving, only 30% of general educators indicated dissatisfaction as a reason for leaving. Special educators more frequently mentioned "for an even better teaching assignment," again suggesting some work-related reasons for desiring to leave. General educators more frequently indicated "better salary or benefits" or "to pursue another education-related career" as a reason for leaving.

E. Career Plans of Special and General Educators' Who Plan to Leave Their Current Positions

By far, those who plan to leave their current positions indicate that they expect to remain in the education field. Very few plan to pursue careers outside of education and the vast majority plan to be working in similar positions.

The plans of special and general educators were similar, although special educators were less likely to report being in their current positions in 3 years. However, similar percentages of general and special educators plan to be: (1) teaching in the MCS, (2) employed in similar positions in other schools districts, (3) employed in nonteaching education positions, and (4) employed in administration.

F. Desire to Transfer to Another MCS School

About one-fifth of special and general education respondents want to transfer to another school within the MCS. Primary reasons special and general educators gave for desiring a transfer include: (1) location (closer to home, children, school), and (2) administrators. Special educators also frequently identified "to change assignment areas". Although there aren't any clear patterns across special and general educators regarding the types of schools they are transferring from, both special and general educators selected higher SES schools, primarily those located in urban areas (versus inner city areas).

G. Problems Faced by Special and General Educators' and Proposed Solutions

The data that may deserve the most attention in this study is the open-ended data gathered about teachers' most pressing problems. In this question, the MCS teachers highlight in their own words what was of most concern to them. The problems of most concern to special educators include responsibilities (e.g., caseload size and paperwork), students, resources, administrators, and parents. It is interesting to note that although this was an open-ended item, special and general educators identified the same areas of concern. These two teacher groups therefore share many of the same problems. Although there was a difference in the percentage of teachers selecting these problems, the concerns are certainly similar. The problems identified were mirrored in their other responses. The high percentage of special educators selecting "resources" as a problem was evident in their rating of resources on fixed response items. Similarly, the concern of both groups of teachers on the workload scale was evident in the high percentage of teachers who identified paperwork and class size as major problem areas.

It is of note that some of these concerns are basic. Having access to the resources one needs to do one's job is not a luxury, but a basic requirement. Probably the most important resource one needs to do one's job is time, a precious commodity that is often be used to fulfill bureaucratic requirements, such as paperwork. Perhaps the most difficult problems to tackle are students and parents, because these relationships and concerns are complex and not easily solved.

H. Special and General Educators' Perceptions of the MCS Work Conditions

Of the twelve work-related variables, special and general educators reported the greatest satisfaction (means above 3.0) in the areas of principal support, colleague support, input into decisions, and students assigned. The lowest means across both teacher groups were in the area of workload and parent support.

Special and general educators differed significantly on 6 of the 12 work condition composites, with special educators reporting lower satisfaction in 5 of the 6 areas. Special and general educators reported significantly less satisfaction than general educators with teaching load, colleague support, special education climate, resources, and learning opportunities.

General educators reported significantly less satisfaction with supervisor support. This latter finding may be largely explained by the fact that special educators likely have greater contact with central office supervisors than general educators.

I. Special and General Educators' Attitudes Toward and Affective Reactions to Their Work

Given that special educators were less satisfied than general educators with numerous aspects of their work, it is not surprising that special educators reported significantly less job satisfaction and more stress than general educators. It is also possible that one of the reasons special educators' reported less commitment than general educators to the MCS, their teaching field, and the teaching profession is that they experience less satisfaction in their work. Cross and Billingsley (1994) found support for this relationship between job satisfaction and commitment.

There were striking similarities between general and special educators in their perceptions of teaching efficacy, salary/benefits, ancillary rewards, and in the progress made by their students. Approximately 77% of both special and general educators reported that their students made satisfactory progress.

J. Special and General Educators' Career Intents/Commitments, and Their Association With (1) Work Attitudes and Affective Reactions, (2) Personal, (3) Work-Related, and (4) Professional Qualifications Variables

It is clear that work-related variables correlate with commitment and intent variables more than personal, and professional qualifications variables. However, the work attitudes and affective reactions to work (e.g., job satisfaction, stress, teaching efficacy) correlated more with commitment and intent variables than most of the other work-related variables. For example, the correlation between job satisfaction and the commitment/career intent variables is relatively high (.32 to .57). Further, the work-related and attitudes variables correlated more closely to the commitment variables than to the intent variables. This makes sense since the intent variables are probably influenced by a wider range of factors than are the commitment variables. For example, if teacher A has excellent work conditions, we would expect high commitment to the MCS; however, the teacher may still not plan to be in their current position in 3 years because of nonteaching considerations.

It is interesting to note some of the differences between the correlations between general and special educators. For example, "resources" correlates .33 with teaching commitment for special educators, but only .09 for general educators. This is likely because resources appear to be more of a problem for special educators than general educators in the MCS.

K. Research Question 10: Correlations Between Teaching Commitment and Intent to Stay

It seems reasonable to hypothesize that there would be a positive relationship between commitment and long-term plans to stay in teaching. The correlations among commitment to the profession/field and plans to stay in teaching are positively correlated (the correlations ranged from .35 to .54). However, commitment and plans to stay in current position had relatively modest correlations, ranging from .22 to .33.

The two types of commitment, to the teaching profession and to the teaching field, had relatively high intercorrelations (.69 special educators; .60 for general educators).

V. IMPLICATIONS FOR STRATEGIC PLANNING

The findings of this study of the current general and special education workforce in the MCS have the following implications for strategic planning in the MCS.

1. Every administrator in the MCS should be concerned with enhancing the job satisfaction of teachers. Increasing job satisfaction should help to create a committed workforce and reduce attrition. Further, previous research suggests that teachers who are satisfied will reap personal benefits as well (e.g., increasing well-being and health).

2. Both special and general educators report relatively low levels of satisfaction with their workloads, parent involvement, school climate, and special education

climate. The following strategies are offered to help improve teacher satisfaction in these areas:

- At least half of the special and general education respondents report low levels of satisfaction with their workload, particularly bureaucratic factors such as paperwork and red tape. Further, paperwork was cited most frequently as one of the most pressing problem faced by special educators. Paperwork likely interferes with more important work needed to be done by teachers. Given the importance of teaching and the lack of planning time reported by the MCS teachers, every effort needs to be made to streamline paperwork requirements, reduce redundant tasks, and in general improve the efficiency of record-keeping whenever possible. Special educators gave a number of recommendations for reducing paperwork in the "Influencing Factors Study."

- Creating collaborative relationships between special and general educators should help general educators feel more knowledgeable about special education and help general educators work more effectively with students with disabilities. A collaborative relationship may also help special educators feel like their colleagues understand what they do.

- It is possible that getting parents involved (e.g., attending scheduled conferences, helping with student behavior, and assist students with their schoolwork) may help with teacher job satisfaction and retention.

- School climate would be enhanced if student behavior were to improve and students demonstrated more commitment to learning. Teachers reported problems with students one of the most pressing problem they faced.

3. Given that special educators report significantly lower job satisfaction than general educators in a number of areas, improving those aspects of the job they reported as problematic should help increase special educators' satisfaction. The following strategies should help:

   - Special educators in particular need additional instructional resources and basic supplies. The lack of resources emerges as a concern for special educators across all of the studies completed in the MCS and emerged as one of the most pressing problems they face.

   - Special educators reported low satisfaction with teaching load and cited caseload problems as the second most pressing problem they faced. Teaching loads of special educators need to be carefully monitored in the

MCS and consider not only the number of students in classes, but also the age range of students served, the range of students' needs/abilities, and the number of subjects/preparations the teachers are assigned.

- Special educators need relevant and useful professional growth opportunities. Almost half of the special educators either "disagree" or "tended to disagree" with the statement that "inservice programs are relevant and useful."

EXHIBIT 6.1

Comparison of 1992-93 Comprehensive Study Respondents and Nonrespondents by Race, Gender, Years of Experience, and Career Ladder Status

	Spec Ed Teachers (Total=638)		Gen Ed Teachers (Weighted Total=5,002)			
Teacher Characteristics	Respondent (Total=458) %	Nonrespondent (Total=180) %	Respondent (Weighted Total=3,631)* %	(SE)	Nonrespondent (Weighted Total=1,371)* %	(SE)
Race						
African American	35.4	45.0	45.6	(2.0)	61.3	(4.6)
European American	62.7	55.0	52.9	(1.9)	38.2	(4.6)
Other	0.2	0.0	1.1	(0.7)	0.5	(0.3)
Missing	1.7	0.0	0.4	(0.4)	0.0	(0.0)
Gender						
Male	7.0	10.6	18.6	(2.4)	22.9	(4.1)
Female	91.3	89.4	80.9	(2.5)	77.1	(4.2)
Missing	1.7	0.0	0.4	(0.4)	0.0	(0.0)
Career Ladder Status						
Not on ladder	17.2	22.2	26.7	(2.3)	22.1	(3.6)
Class I	64.8	67.2	58.9	(3.1)	61.6	(5.2)
Class II	7.2	6.1	3.6	(1.4)	9.9	(3.6)
Class III	9.0	4.4	10.3	(2.1)	6.5	(2.8)
Missing	1.7	0.0	0.4	(0.4)	0.0	(0.0)
Total Teaching Experience						
4 years or less (Beginners)	21.0	17.2	21.9	(1.2)	20.5	(2.8)
More than 4 years (Experienced)	77.3	82.8	77.6	(1.2)	79.5	(2.8)
Missing	1.7	0.0	0.4	(0.4)	0.0	(0.0)
Grade Level Taught						
Elementary	52.2	55.0	57.1	(2.0)	51.0	(4.9)
Middle	10.7	12.2	16.5	(2.3)	13.8	(3.6)
Secondary	14.8	11.7	24.7	(2.2)	34.1	(4.6)
Mixed**	13.8	13.3	0.0	(0.0)	0.0	(0.0)
Missing	8.5	7.8	1.7	(0.7)	1.1	(1.1)

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* The percentages reported in each column are based on these weighted totals.

** This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.2

Comparison of 1992-93 Comprehensive Study Respondents and Nonrespondents Special Education Teachers by Teaching Assignment

Teaching Assignment	Special Education Teachers (Total=638)			
	Respondents (Total=458)		Nonrespondents (Total=180)	
	N	%	N	%
Blind/Visual Impairments	13	(2.8)	4	(2.2)
Deaf/Hearing Impairments	24	(5.2)	15	(8.3)
Educable Mental Retardation	49	(10.7)	25	(13.9)
Emotional Disturbances	13	(2.8)	9	(5.0)
Homebound/Hospitalized	5	(1.1)	7	(3.9)
Intellectually Gifted	37	(8.1)	7	(3.9)
Learning Disabilities	185	(40.4)	69	(38.3)
Multiple Disabilities	22	(4.8)	10	(5.6)
Physical Disabilities	13	(2.8)	2	(1.1)
Speech Impairments	35	(7.6)	15	(8.3)
Severe Behavior/ Communication Disorders (Autism)	11	(2.4)	9	(5.0)
Trainable Mental Retardation	42	(9.2)	7	(3.9)
Other *	1	(0.2)	1	(0.6)
Missing	8	(1.7)	0	(0.0)
Total	458	(100.0)	180	(100.0)

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*This designation includes parent liaison teachers and teachers for the deinstitutionalized.

EXHIBIT 6.3

Comparison of 1992-93 Comprehensive Study Respondents and Nonrespondents by Age, MCS Teaching Experience, and NTE's

	Spec Ed Teachers (Total=638)		Gen Ed Teachers (Weighted Total=5,002)	
Teacher Characteristics	Respondents (Total=458)*	Nonrespondents (Total=180)*	Respondents (Total=3,631)*	Nonrespondents (Total=1,371)*
Mean Age (as of 1 January 1992)	42.2 (449)	41.2 (180)	44.2 (3,615)	45.1 (1,371)
Mean Years (of MCS Experience)	11.9 (450)	12.2 (180)	13.8 (3,615)	15.0 (1,371)
Mean NTE Common Score	557.2 (307)	539.9 (115)	(0)	(0)
Standard Error	NA	NA		
Mean NTE Core 1982 Battery Scores				
Communication Skills	653.8 (118)	654.7 (46)	657.4 (979)	648.6 (317)
Standard Error	NA	NA	1.4	7.2
General Knowledge	648.2 (118)	650.9 (46)	653.9 (979)	644.1 (317)
Standard Error	NA	NA	1.5	7.1
Professional Knowledge	652.1 (118)	654.8 (46)	654.2 (974)	645.7 (317)
Standard Error	NA	NA	1.5	7.3

* The number of persons for whom specified information was available is shown in parentheses.

EXHIBIT 6.4

Comparison of Responding 1992-93 Comprehensive Study Special and General Education Teachers by Marital Status, Spouse Employment Status, and Number and Age of Dependents

Teacher Characteristics	Spec Ed Teachers %	Gen Ed Teachers %	(SE)
Marital Status[1]			
Married	62.5	66.0	(3.3)
Widowed, Divorced, or Separated	22.6	18.8	(2.8)
Never Married	14.9	15.2	(2.4)
Total	100.0	100.0	
Spouse Employed[2]			
Not Applicable	37.9	34.3	(3.3)
Yes	55.9	58.0	(3.4)
No	6.1	7.7	(2.0)
Total	100.0	100.0	
Number of Dependents[3]			
Not Applicable	51.1	49.1	(3.6)
One	18.3	24.3	(3.2)
Two	21.9	18.4	(2.8)
Three	7.7	5.6	(1.6)
Four	1.0	2.4	(1.1)
Five	0.0	0.0	(0.0)
Six	0.0	0.1	(0.1)
Seven	0.0	0.1	(0.1)
Total	100.0	100.0	
Age of Youngest Dependent[4]			
Not Applicable	47.0	45.9	(3.5)
3 years or less	11.4	7.6	(1.8)
4-5 years	4.9	2.9	(1.2)
6-10 years	13.1	8.1	(1.8)
11-19 years	17.1	28.4	(3.2)
20 years or more	6.5	7.2	(1.9)
Total	100.0	100.0	

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1 Percentages are based on a total of 456 responding special education teachers and a weighted total of 4976 responding general education teachers.

2 Percentages are based on a total of 456 responding special education teachers and a weighted total of 4966 responding general education teachers.

3 Percentages are based on a total of 454 responding special education teachers and a weighted total of 4523 responding general education teachers.

4 Percentages are based on a total of 415 responding special education teachers and a weighted total of 4838 responding general education teachers.

EXHIBIT 6.5

Comparison of Responding 1992-93 Comprehensive Study Special and General Education Teachers by Part-Time Work Status, Family's Pretax Income Level, and Percentage of Family Income Contributed by Teachers

Family Income Level	Spec Ed Teachers %	Gen Ed Teachers %	(SE)
Teachers holding another part-time and full-time job outside of the MCS[1]	20.0	14.1	(2.2)
Teachers expecting to hold paying job outside the MCS this summer[2]	28.6	22.8	(2.6)
Total Family Pretax Income[3]			
Less than $10,000	0.5	0.1	(0.1)
$10,000-14,999	0.0	0.4	(0.3)
$15,000-19,999	0.5	0.9	(0.4)
$20,000-24,999	5.8	3.9	(0.9)
$25,000-29,999	8.1	8.2	(2.0)
$30,000-34,999	11.1	11.6	(2.3)
$35,000-39,999	11.5	10.5	(2.4)
$40,000-49,999	13.2	11.6	(2.2)
$50,000-59,999	16.2	15.7	(2.5)
$60,000-74,999	14.5	19.1	(2.9)
$75,000-99,999	12.5	13.5	(2.6)
$100,000 or more	6.2	4.5	(1.5)
Total	100.0	100.0	
Average percentage of family income contributed by teacher			
Nonresponse	30	339	
N	428	4649	
Mean	66.2	67.9	
Standard Deviation (SE)	28.5	1.9	

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1 Percentages are based on a total of 456 responding special education teachers and a weighted total of 4978 responding general education teachers.

2 Percentages are based on a total of 456 responding special education teachers and a weighted total of 4957 responding general education teachers.

3 Percentages are based on a total of 437 responding special education teachers and a weighted total of 4643 responding general education teachers.

EXHIBIT 6.6

Comparison of Responding 1992-93 Comprehensive Study Special and General Education Teachers by Years of Teaching Experience and Memphis Background

Teacher Characteristics	Spec Ed Teachers %	Gen Ed Teachers %	Gen Ed Teachers (SE)
Total Years Full-time Teaching [1]			
2 years or less	4.9	9.2	(1.2)
3-4 years	5.8	6.5	(1.2)
5-10 years	19.4	13.9	(2.4)
11-20 years	47.9	35.8	(3.4)
21 or more years	22.0	34.7	(3.4)
Total	100.0	100.0	
Total Years Full-time Special Education Teaching [2]			
0 years	0.4	0.6	(0.3)
1-2 years	6.3	13.3	(1.3)
3-4 years	7.4	8.4	(1.5)
5-10 years	22.9	18.8	(2.8)
11-20 years	48.2	28.4	(3.3)
21 or more years	14.8	30.6	(3.3)
Total	100.0	100.0	
Grew up in the Memphis Area [3]			
Yes	56.3	54.7	(3.4)
No	43.7	45.3	(3.4)
Total	100.0		

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[1] Percentages are based on a total of 449 responding special education teachers and a weighted total of 4,804 responding general education teachers.

[2] Percentages are based on a total of 446 responding special education teachers and a weighted total of 4,763 responding general education teachers.

[3] Percentages are based on a total of 455 responding special education teachers and a weighted total of 4,989 responding general education teachers.

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EXHIBIT 6.7

1992-93 Comprehensive Study Respondents' Reasons For Becoming Special or General Education Teachers, And the Length of Time They Initially Intended to Remain in Teaching

	Special Ed Teachers %	General Ed Teachers % (SE)
Why did you become a teacher?[1]		
I fell into it by accident	9.0	6.2 (1.7)
I always wanted to or always thought I'd be good at it	49.6	49.1 (3.5)
I liked the vacations, work hours, or job security	27.1	25.7 (2.8)
I liked working with young people	60.5	63.9 (3.3)
I wanted to contribute to society/be of service to others	48.9	45.8 (3.5)
I was inspired or encouraged by my former teachers	21.0	28.5 (3.2)
My relatives were teachers	12.4	15.4 (2.5)
I received financial incentives (scholarships or grants) to pursue special education	4.8	1.9 (0.8)
Love of teaching/subject field	0.4	0.8 (0.5)
Prior teaching/work experience	0.2	1.0 (0.7)
Family member encouraged me	0.2	1.5 (1.1)
Called by God/special calling/gift	0.9	0.2 (0.2)
Teaching acceptable option for women	0.9	0.5 (0.5)
Interest in special children/ education	1.5	0.0 (0.0)
Previous experience with special children	2.2	0.8 (0.8)
Other	10.0	9.3 (2.0)
When you first started teaching, how long did you intend to remain in teaching?[2]		
Until retirement	52.6	51.8 (3.5)
For a long time	21.9	25.3 (3.1)
For a few years only	12.1	12.8 (2.4)
Until I had children	6.9	4.7 (1.3)
I can't remember/I'm not sure	6.5	5.3 (1.5)

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[1] Percentages are based on a total of 458 responding special education teachers and a weighted total of 4,989 responding general education teachers.

[2] Percentages are based on a total of 447 responding special education teachers and a weighted total of 4,828 responding general education teachers.

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EXHIBIT 6.8

Reasons That Responding 1992-93 Comprehensive Study Special Education Teachers Became Special Education Teachers

	Responses	Special Ed Teachers %*
Why did you become a special education teacher?		
I had a friend or family member with a disability.	89	19.4
I had prior volunteer or work experiences with special needs students.	144	31.4
I always wanted to work with students who have disabilities.	131	28.6
There were more job opportunities in special than general education.	71	15.5
I wanted to work with smaller numbers of students.	100	21.8
I thought there would be better opportunities for advancement.	8	1.7
I wanted a change from general education teaching.	39	8.5
I had a friend or relative who is a special educator.	50	10.9
I became interested through a special education course.	87	19.0
I wanted the challenge of working with special populations.	172	37.6
I received financial incentives in college to pursue special education teaching.	26	5.7
There was an excellent special education training program at my college.	45	9.8
Had calling	3	0.7
Compassion/concern for special students	2	0.4
Fell into it by accident	2	0.4
To contribute/be of service to others	3	0.7
Inspired/encouraged by former teachers	1	0.2
Other	48	10.5

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* Percentages may total more than 100 because of multiple responses.

EXHIBIT 6.9

Comparison of Responding 1992-93 Comprehensive Study Special and General Education Teachers by Highest Degree Earned and Perceived Adequacy of Preparation for Current Assignment

	Spec Ed Teachers %	Gen Ed Teachers %	(SE)
Highest Degree Earned[1]			
B.A. or B.S.	38.4	40.8	(3.3)
Master's Degree.	57.1	55.1	(3.4)
Ed.S.	2.9	2.4	(1.2)
Ph.D. or Ed.D.	1.6	1.7	(0.8)
Total	100.0	100.0	
How well prepared do you feel for your teaching assignment this year?[2]			
Very well prepared.	50.1	62.4	(3.2)
Well prepared.	32.4	24.7	(2.9)
Adequately prepared.	11.7	10.6	(2.0)
Not adequately prepared.	5.8	2.3	(0.9)
Total	100.0	100.0	

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[1] Percentages are based on a total of 445 responding special education teachers and a weighted total of 4,859 responding general education teachers.

[2] Percentages are based on a total of 445 responding special education teachers and a weighted total of 4,886 responding general education teachers.

EXHIBIT 6.10

Teaching Assignment(s) of Responding 1992-93 Comprehensive Study General Education Teachers

Primary Teaching Assignment(s)	**General Ed Teachers (Weighted Total=4989)*** N	%	(SE)
Nonresponse	109	2.2	(1.1)
Teaching:			
Special Education	0	0.0	(0.0)
Early Childhood Education	118	2.4	(1.2)
Kindergarten	385	7.7	(1.9)
Elementary	2161	43.3	(2.9)
Reading (e.g., Chapter 1)	101	2.0	(0.8)
English/Journalism, etc.	430	8.6	(1.8)
Social Studies/Religion/Psychology, etc.	384	7.7	(1.9)
Mathematics	441	8.8	(1.8)
Sciences	330	6.6	(1.7)
Foreign Languages	116	2.3	(0.9)
English as a Second Language	28	0.6	(0.5)
Health/Physical Education	158	3.2	(1.1)
Art/Music/Drama	167	3.4	(1.0)
Vocational/Business Education	254	5.1	(1.4)
Other	326	6.5	(1.7)

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* Results are based on weighted totals and percentages may total more than 100 due to multiple responses.

EXHIBIT 6.11

Categories of Students Taught by Responding 1992-93 Comprehensive Study Special Education Teachers

Student Categories Taught	Teachers Teaching %*	Primary Category %**	Second Category %**	Third Category %**	Fourth Category %**
Learning disabilities	35.6	63.9	30.0	5.3	0.9
Speech/language impairments	8.8	58.9	23.2	12.5	5.4
Emotional disturbances	15.2	15.5	14.4	54.6	15.5
Educable mental retardation	34.8	35.6	50.9	10.4	3.2
Trainable mental retardation	11.0	50.0	21.4	21.4	7.1
Severe/profound mental retardation	3.3	53.4	19.1	23.8	4.8
Deaf/hearing impairments	5.6	55.6	19.4	5.6	19.4
Blind/visual impairments	4.1	42.3	0.0	15.4	42.3
Deaf-Blind	0.3	50.0	0.0	50.0	0.0
Autism	4.4	35.7	28.6	21.4	14.3
Traumatic brain injuries	1.1	0.0	28.6	28.6	42.9
Physical disabilities(orthopedic impairments)	3.5	50.0	22.7	13.6	13.6
Multiple disabilities	4.4	60.7	17.9	14.3	7.1
Health impairments	7.7	4.1	32.7	40.8	22.5
Developmental delays	4.6	31.0	24.1	31.0	13.8
Pre-school disabilities	0.6	25.0	25.0	25.0	25.0
Gifted and talented	5.8	97.3	0.0	0.0	2.7
Other	6.9	6.8	18.2	54.6	20.5

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* Percentages in this column are based on 638 responding special education teachers and the percentages total more than 100 because several teachers teach multiple categories of students.

** Percentages in these columns are based on row totals.

EXHIBIT 6.12

Comparison of Responding 1992-93 Comprehensive Study Special and General Education Teachers by Grade Level Assignment and Number of Students Served

	Spec Ed Teachers						Gen Ed Teachers					
	Total Students Served			Typical Class Size			Total Students Served			Typical Class Size		
Grade Level Taught	N	Mean	SD	N	Mean	SD	N*	Mean	(SE)	N*	Mean	(SE)
Elementary	235	18.4	10.3	230	10.0	4.1	2713	51.5	(416.7)	2774	22.0	(23.3)
Middle	49	34.9	21.5	47	14.8	4.3	806	141.6	(113.8)	838	29.2	(17.4)
Secondary	68	43.1	22.1	63	12.8	4.0	1216	127.7	(321.4)	1275	26.5	(23.1)
Mixed**	62	51.6	40.1	59	7.5	4.3	NA	NA	NA	NA	NA	NA

* Weighted totals.

** This designation includes teachers assigned to special schools or multi-grade schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.13

1992-93 Comprehensive Study
Assessment of Teaching Load of Responding Special and General Education Teachers

Agreement with statements about reasonableness of teaching loads:	Responses	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)
General education teachers:									
Number of students in my classes	4860	42.1	(3.5)	21.1	(2.8)	20.0	(2.8)	16.7	(2.7)
Age range of students I serve	4779	50.2	(3.5)	33.3	(3.4)	9.1	(2.0)	7.4	(1.9)
Range of students' needs/abilities	4718	21.4	(2.9)	32.5	(3.3)	29.7	(3.2)	16.4	(2.6)
Subject/number of preparations I have	4747	39.8	(3.4)	26.9	(3.2)	20.3	(2.9)	13.0	(2.5)
Special education teachers:									
Number of students in my classes	442	33.0	(NA)	21.9	(NA)	16.7	(NA)	28.3	(NA)
Age range of students I serve	440	39.8	(NA)	27.3	(NA)	16.4	(NA)	16.6	(NA)
Range of student disabilities I serve	434	31.6	(NA)	28.6	(NA)	21.2	(NA)	18.7	(NA)
Range of students' needs/abilities	437	25.2	(NA)	23.1	(NA)	26.3	(NA)	25.4	(NA)
Severity of students I serve	429	28.7	(NA)	30.1	(NA)	22.6	(NA)	18.6	(NA)
Subjects/number of preparations I have	438	23.7	(NA)	29.5	(NA)	20.5	(NA)	26.3	(NA)

Note: Results for general education teachers are based on weighted totals.

EXHIBIT 6.14

1992-93 Comprehensive Study
Comparison of General and Special Education Teachers' Perceptions About Their Teaching Loads

	All Teachers		Spec Ed Teachers		Gen Ed Teachers	
	M	(SE)	M_s	SD	M_g	(SE)
Number of students in my classes[1]	2.9	(0.1)	2.6**	1.2	2.9**	(0.1)
Age range of students I serve[2]	3.2	(0.1)	2.9**	1.2	3.3**	(0.1)
Range of student disabilities I serve[3]	NA	NA	2.7	1.1	NA	NA
Range of students' needs/abilities[4]	2.6	(0.1)	2.5**	1.2	2.6**	(0.1)
Severity of students I serve[5]	NA	NA	2.7	1.1	NA	NA
Subjects/amount of preparation I have[6]	2.9	(0.1)	2.5**	1.2	2.9**	(0.1)
Overall Satisfaction[7]	2.9	(0.1)	2.6*	0.9	2.9*	(0.1)

NOTE: Where appropriate, Standard Errors are shown in parentheses.

1 Percentages are based on a total of 443 responding special education teachers, a weighted total of 4,860 responding general education teachers, and a weighted total of 5,302 for all teachers.

2 Percentages are based on a total of 442 responding special education teachers, a weighted total of 4,779 responding general education teachers, and a weighted total of 5,219 for all teachers.

3 Percentages are based on a total of 435 responding special education teachers.

4 Percentages are based on a total of 438 responding special education teachers, a weighted total of 4,718 responding general education teachers and a weighted total of 5,155 for all teachers.

5 Percentages are based on a total of 430 responding special education teachers.

6 Percentages are based on a total of 440 responding special education teachers, a weighted total of 4,747 responding general education teachers, and a weighted total of 5,185 for all teachers.

7 Percentages are based on a total of 444 responding special education teachers, a weighted total of 4,860 responding general education teachers, and a weighted total of 5,304 for all teachers.

* Significant differences between general and special educators, $p < .0001$.

** Significant differences between general and special educators, $p < .01$.

EXHIBIT 6.15

Number of Different Schools in Which Responding 1992-93 Comprehensive Study Special and General Education Teachers Taught

	Spec Ed Teachers	Gen Ed Teachers	
Number of Different Schools*	%	%	(SE)
One	80.6	96.7	(1.1)
Two	10.8	2.1	(0.9)
Three	2.8	0.3	(0.3)
Four	2.8	0.4	(0.4)
Five	1.2	0.0	(0.0)
Six	0.0	0.4	(0.4)
Seven	0.5	0.0	(0.0)
Eight	0.0	0.1	(0.1)
Nine	0.2	0.0	(0.0)
Ten	0.5	0.0	(0.0)
Eleven	0.5	0.0	(0.0)
Twelve	0.0	0.0	(0.0)
Thirteen	0.0	0.0	(0.0)
Fourteen	0.2	0.0	(0.0)
Total	100.0	100.0	

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* Percentages are based on a total of 434 responding special education teachers and a weighted total of 4,830 responding general education teachers.

EXHIBIT 6.16

Service Delivery Model Used by 1992-93 Comprehensive Study Special Education Teachers by Whether Teachers Teach in More Than One School

Service Delivery Model*	Type of Model Used %	Teach In More Than One School? Yes %	No %	NR %
Resource	49.3	35.3	62.8	1.8
Combined resource/self-contained	4.4	0.0	100.0	0.0
Self-contained	44.9	2.9	92.2	4.9
Home-based instruction	0.2	25.0	0.0	75.0
Other (e.g., hospital or residential center)	1.2	0.0	100.0	0.0
Total	100.0	18.6	77.6	3.8

* Percentages are based on a total of 451 responding special education teachers.

EXHIBIT 6.17

Comparison of Responding 1992-93 Comprehensive Study Special and General Education Teachers by Range of Class Sizes and Hours Worked Beyond Normal Work Week

	Spec Ed Teachers			Gen Ed Teachers		
	N	Mean %	SD	N*	Mean %	(SE)
Range of students taught during any period:						
Smallest number	418	7.5	4.7	4,839	19.7	(0.5)
Largest number	419	13.0	5.3	4,732	27.2	(0.5)
Hours spent beyond normal work week on:						
Activities involving student interaction (field trips, tutoring, coaching, etc.)	337	2.6	5.1	4,195	4.8	(0.5)
Other activities (preparation, meetings, grading papers, parent conferences, etc.)	425	8.0	6.1	4,738	9.3	(0.4)
Total	422	10.1	7.9	4731	13.6	(0.7)

*Weighted totals

EXHIBIT 6.18

1992-93 Comprehensive Study:
Percentage of African-American Students in Responding Teachers' Classes

Percentage of African-American Students*	Special Ed Teachers %	General Ed Teachers %	General Ed Teachers (SE)
0-5	1.6	0.3	(0.2)
6-10	2.1	2.0	(0.9)
11-20	1.9	1.3	(0.8)
21-30	2.8	3.9	(1.3)
31-40	1.9	2.7	(1.2)
41-50	4.9	6.0	(1.8)
51-60	7.3	5.3	(1.4)
61-70	6.1	3.4	(1.4)
71-80	8.9	2.9	(1.1)
81-90	8.7	4.5	(1.3)
91-95	4.0	4.0	(1.4)
96-100	49.8	63.7	(3.3)
Total	100.0	100.0	

* Percentages are based on a total of 426 responding special education teachers and a weighted total of 4,768 responding general education teachers.

EXHIBIT 6.19

1992-93 Comprehensive Study: Availability of Teacher Aides for Responding Special and General Education Teachers

	Special Ed Teachers %	General Ed Teachers %	 (SE)
Are teacher aides available?*			
Yes, full time	13.1	1.5	(1.1)
Yes, part time	27.0	47.1	(2.9)
No	59.9	51.4	(2.9)
If available, for how many hours weekly?			
Full-time hours			
Number of teachers	58	75	NA
Mean number of hours	36.8	35.0	(0.0)
SD (SE)	5.7	0.0	(0.0)
Part-time hours			
Number of teachers	120	2232	NA
Mean number of hours	13.5	6.9	(0.4)
SD (SE)	9.8	18.1	(1.7)

* Percentages are based on a total of 444 responding special education teachers and a weighted total of 4,892 responding general education teachers.

EXHIBIT 6.20

1992-93 Comprehensive Study: Number of Full-Time Special Educators in Regular Schools In Which Responding Special Education Teachers Taught

	Teachers Teaching in a Single Regular School*	
Number of Full-Time Special Educators	N	%
None	22	8.0
One	47	17.0
Two	42	15.2
Three	44	15.9
Four	46	16.7
Five	25	9.1
Six	15	5.4
Seven	13	4.7
Eight	3	1.1
Nine	0	0.0
Ten	5	1.8
Eleven or More	14	5.1
Total	276	100.0

EXHIBIT 6.21

1992-93 Comprehensive Study: Achievement Levels of Students Taught By Responding General Education Teachers

Students Taught	Responses	General Ed Teachers %	 (SE)
Mainly high-achieving students	312	6.4	(1.7)
Mainly average-achieving students	1023	21.0	(2.9)
Mainly low-achieving students	1927	39.6	(3.4)
Wide range of achievement levels	1605	33.0	(3.4)
Totals	4867	100.0	

NOTE: Results are based on weighted totals.

EXHIBIT 6.22

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About the School Climate in Which They Teach

Statements of views	Responses	Agree % (SE)	Tend to Agree % (SE)	Tend to Disagree % (SE)	Disagree % (SE)	Mean	(SE)
I am proud of the reputation of this school	4847	37.3 (3.4)	39.2 (3.5)	16.7 (2.5)	6.8 (1.8)	3.1	(0.1)
Student behavior is a problem in this school	4821	26.8 (2.9)	36.1 (3.4)	25.5 (3.1)	11.7 (2.3)	2.8	(0.1)
●I have influence over school-related policies	4821	13.0 (2.5)	29.1 (3.2)	39.3 (3.4)	18.6 (2.7)	2.4*	(0.1)
This school has a positive learning environment	4860	40.5 (3.4)	35.0 (3.3)	18.4 (2.6)	6.1 (1.5)	3.1	(0.1)
Students are committed to learning at this school	4837	12.8 (2.4)	41.4 (3.5)	33.0 (3.3)	12.8 (2.0)	2.5	(0.1)
The morale of the school staff is low	4838	14.8 (2.4)	25.1 (3.0)	37.5 (3.4)	22.7 (3.0)	2.3	(0.1)
This is a safe school for staff and students	4828	27.7 (3.2)	47.4 (3.5)	15.7 (2.5)	9.2 (2.1)	2.9	(0.1)
●The school facility is comfortable and attractive	4866	31.1 (3.3)	39.7 (3.4)	17.4 (2.5)	11.9 (2.3)	2.9	(0.1)
Overall score	4866					2.7	(0.0)

NOTE: Results are based on weighted totals.

● These items are not part of the composite score.

* Significant differences between general and special educators, p<.01; also see Exhibit 6.23.

EXHIBIT 6.23

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About the School Climate in Which They Teach

Statements of views	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
I am proud of the reputation of this school	433	46.2	29.8	16.2	7.9	3.1	1.0
Student behavior is a problem in this school	438	25.8	31.1	25.6	17.6	2.7	1.0
●I have influence over school-related policies	437	10.3	27.7	32.7	29.3	2.2*	1.0
This school has a positive learning environment	436	32.8	47.0	14.4	5.7	3.1	0.8
Students are committed to learning at this school	430	14.9	41.2	30.7	13.3	2.6	0.9
The morale of the school staff is low	436	15.1	26.6	34.2	24.1	2.3	1.0
This is a safe school for staff and students	437	32.0	40.7	17.4	9.8	2.9	0.9
●The school facility is comfortable and attractive	439	32.3	36.7	19.6	11.4	2.9	1.0
Overall score	444					2.7	0.7

● These items are not part of the composite score.

* Significant differences between general and special educators, p<.01; also see Exhibit 6.22.

EXHIBIT 6.24

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About the Level of Principals' Support

My Principal:	Responses**	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	(SE)
Has my respect and trust	4742	57.0	(3.4)	26.1	(3.0)	12.3	(2.3)	4.6	(1.6)	3.4	(0.1)
Interacts with me frequently	4820	44.2	(3.5)	31.0	(3.2)	19.1	(2.8)	5.7	(1.6)	3.4	(0.1)
Attends to my feelings and needs	4820	39.8	(3.4)	32.9	(3.2)	19.8	(2.8	7.5	(1.8)	3.1	(0.1)
Recognizes and appreciates the work I do	4754	47.0	(3.5)	32.0	(3.2)	12.9	(2.4)	8.1	(1.9)	3.2	(0.1)
Provides current information about teaching/learning	4820	41.9	(3.4)	36.1	(3.4)	12.8	(2.3)	9.2	(2.0)	3.1*	(0.1)
Provides helpful feedback about my teaching	4812	41.0	(3.4)	31.	(3.2)	18.1	(2.6)	9.2	(2.1)	3.0	(0.1)
Informs me about school/district policies	4775	53.7	(3.5)	34.5	(3.4)	8.4	(1.8)	3.5	(1.2)	3.4*	(0.1)
Supports my actions and ideas	4754	46.8	(3.5)	33.9	(3.3)	13.2	(2.4)	6.1	(1.6)	3.2	(0.1)
Explains reasons behind programs and practices	4775	44.4	(3.5)	36.1	(3.4)	11.5	(2.2)	8.0	(1.9)	3.2*	(0.1)
Allows me input into decisions that affect me	4820	37.6	(3.4)	33.4	(3.3)	15.9	(2.5)	13.1	(2.4)	3.0	(0.1)
Helps me solve problems	4696	43.5	(3.5)	30.1	(3.2)	16.7	(2.6)	9.8	(2.2)	3.1	(0.1)
Supports me in my interactions with parents	4785	57.1	(3.5)	29.7	(3.2)	8.6	(1.9)	4.7	(1.6)	3.4	(0.1)
Understands my program and what I do	4796	48.4	(3.5)	32.2	(3.3)	11.5	(2.2)	8.0	(1.9)	3.2*	(0.1)
Provides leadership about what we are trying to achieve	4812	52.9	(3.5)	29.0	(3.1)	11.8	(2.3)	6.2	(1.8)	3.3*	(0.1)
Overall score	4820									3.2	(0.1)

* Significant differences between general and special educators, p<.01; also see Exhibit 6.26.

** Results are based on weighted totals.

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EXHIBIT 6.25

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About the Level of Central Office Supervisors' Support

My Central Office Supervisor:	Weighted Responses	Agree		Tend to Agree		Tend to Disagree		Disagree			
		%	(SE)	%	(SE)	%	(SE)	%	(SE)	Mean	(SE)
Has my respect and trust	2650	58.4	(4.7)	27.7	(4.1)	9.4	(2.8)	4.5	(2.3)	3.4	(0.1)
Interacts with me frequently	2638	27.9	(4.3)	26.4	(4.0)	18.9	(3.6)	26.9	(4.4)	2.6	(0.1)
Attends to my feelings and needs	2613	27.4	(4.3)	40.0	(4.4)	17.1	(3.7)	15.5	(3.6)	2.8	(0.1)
Recognizes and appreciates the work I do	2570	42.5	(4.7)	35.6	(4.4)	9.5	(3.0)	12.5	(3.3)	3.1	(0.1)
Provides current information about teaching/ learning	2540	40.8	(4.7)	37.3	(4.6)	11.6	(2.9)	10.4	(3.2)	3.1	(0.1)
Provides helpful feedback about my teaching	2520	38.1	(4.6)	34.6	(4.6)	10.4	(2.7)	16.9	(3.9)	2.9	(0.1)
Informs me about school/district policies	2517	36.7	(4.7)	34.4	(4.5)	14.3	(3.3)	14.7	(3.60)	2.9	(0.1)
Supports my actions and ideas	2454	39.6	(4.7)	38.6	(4.6)	7.4	(2.6)	14.4	(3.7)	3.0	(0.1)
Explains reasons behind programs and practices	2512	39.8	(4.7)	34.6	(4.5)	13.2	(3.3)	12.5	(3.3)	3.0	(0.1)
Allows me input into decisions that affect me	2517	34.5	(4.5)	33.0	(4.5)	12.7	(3.1)	18.1	(4.0)	2.8	(0.1)
Helps me solve problems	2504	32.7	(4.4)	34.0	(4.5)	15.2	(3.4)	19.8	(4.0)	2.8	(0.1)
Supports me in my interactions with parents	2366	31.5	(4.6)	34.8	(4.7)	12.4	(3.1)	21.3	(4.2)	2.8*	(0.1)
Understands my program and what I do	2512	44.2	(4.7)	36.0	(4.7)	7.4	(2.4)	12.5	(3.4)	3.1*	(0.1)
Provides leadership about what we are trying to achieve	2512	43.5	(4.8)	34.6	(4.5)	12.2	(3.3)	9.7	(2.9)	3.1	(0.1)
Overall score	2658									3.0**	(0.1)

* Significant differences between general and special educators, p<.01; also see Exhibit 6.27.

** Significant differences between general and special educators, p<.05; also see Exhibit 6.27.

EXHIBIT 6.26

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About the Level of Principals' Support

My Principal:	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
Has my respect and trust	442	55.7	28.3	10.0	6.1	3.3	0.9
Interacts with me frequently	445	44.3	33.0	17.5	5.2	3.2	0.9
Attends to my feelings and needs	443	33.4	39.5	15.8	11.3	3.0	1.0
Recognizes and appreciate the work I do	442	42.1	37.8	12.0	8.1	3.1	0.9
Provides current information about teaching/ learning	442	32.6	36.0	19.7	11.8	2.9*	1.0
Provides helpful feedback about my teaching	440	30.9	39.1	17.7	12.3	2.9	1.0
Informs me about school/district policies	436	43.3	37.2	13.1	6.4	3.2*	0.9
Supports my actions and ideas	440	43.0	38.6	11.4	7.0	3.2	0.9
Explains reasons behind programs and practices	442	34.8	39.1	17.2	8.8	3.0*	0.9
Allows me input into decisions that affect me	439	38.0	33.0	18.9	10.0	3.0	1.0
Helps me solve problems	442	37.3	36.9	16.5	9.3	3.0	1.0
Supports me in my interactions with parents	440	51.4	38.9	5.9	3.9	3.4	0.8
Understands my program and what I do	445	37.8	35.7	16.9	9.7	3.0*	1.0
Provides leadership about what we are trying to achieve	443	38.1	35.4	16.5	9.9	3.0*	1.0
Overall score	445					3.1	0.8

* Significant differences between general and special educators, p<.01; also see Exhibit 6.24.

EXHIBIT 6.27

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About the Level of Central Office Supervisors' Support

My Central Office Supervisor:	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
Has my respect and trust	373	61.1	26.0	8.6	4.3	3.4	0.8
Interacts with me frequently	376	29.0	34.0	20.5	16.5	2.8	1.0
Attends to my feelings and needs	377	36.1	37.1	15.6	11.1	3.0	1.0
Recognizes and appreciates the work I do	375	48.5	35.7	8.5	7.2.	3.3	0.9
Provides current information about teaching/ learning	377	39.0	33.2	15.4	12.5	3.0	1.0
Provides helpful feedback about my teaching	375	37.6	36.0	12.8	13.6	3.0	1.0
Informs me about school/district policies	374	43.6	37.2	11.8	7.5	3.2	0.9
Supports my actions and ideas	373	41.8	39.7	10.7	7.8	3.2	0.9
Explains reasons behind programs and practices	375	42.7	34.4	12.8	10.1	3.1	1.0
Allows me input into decisions that affect me	373	33.5	36.2	18.2	12.1	2.9	1.0
Helps me solve problems	377	37.9	33.4	19.4	9.3	3.0	1.0
Supports me in my interactions with parents	370	46.2	36.8	10.0	7.0	3.2*	0.9
Understands my program and what I do	377	65.3	25.2	5.0	4.5	3.5	0.8
Provides leadership about what we are trying to achieve	375	48.8	29.3	14.4	7.5	3.2*	0.9
Overall score	378					3.1*	0.8

* Significant differences between general and special educators, p<.01; also see Exhibit 6.25.

** Significant differences between general and special educators, p<.05; also see Exhibit 6.25.

EXHIBIT 6.28

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About Their Colleagues' Support

My Colleagues	Responses*	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	(SE)
Most of my colleagues in this school understand what I do	4929	48.2	(3.5)	40.6	(3.5)	8.8	(2.0)	2.4	(1.0)	3.4**	(0.1)
I often exchange professional ideas with other teachers in this school	4926	51.4	(3.5)	37.6	(3.4)	9.1	(1.9)	1.9	(0.8)	3.4**	(0.1)
I feel included in what goes on at this school	4918	44.2	(3.5)	40.5	(3.3)	9.5	(2.0)	5.9	(1.7)	3.2**	(0.1)
I have close colleagues with whom I can confide in this school	4949	59.3	(3.4)	27.3	(3.1)	8.4	(1.9)	5.0	(1.6)	3.4	(0.1)
●I have inter-personal problems with some of my colleagues	4875	5.0	(1.6)	15.4	(2.6)	32.8	(3.2)	46.9	(3.5)	1.8	(0.1)
Most teachers in my school treat me with respect	4908	73.6	(3.0)	25.7	(3.0)	0.6	(0.5)	0.1	(0.1)	3.7**	(0.0)
Most of my colleagues have high expectations for themselves	4891	39.9	(3.4)	45.5	(3.5)	12.8	(2.3)	1.7	(0.9)	3.2	(0.1)
I have a number of colleagues who are not competent	4806	10.3	(2.1)	21.3	(2.8)	37.7	(3.4)	30.7	(3.3)	2.1	(0.1)
I have opportunities to observe other classrooms and teachers	4891	17.0	(2.6)	33.9	(3.3)	21.1	(2.8)	27.9	(3.2)	2.4	(0.1)
Overall score	4956									3.2	(0.0)

* Results are based on weighted totals.

** Significant differences between general and special educators, p<.01; also see Exhibit 6.29.

● These items are not part of the composite score.

EXHIBIT 6.29

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About Their Colleagues' Support

My Colleagues	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
Most of my colleagues in this school understand what I do	449	23.2	39.0	29.0	8.9	2.8*	0.9
I often exchange professional ideas with other teachers in this school	452	36.7	45.6	14.2	3.5	3.2*	0.8
I feel included in what goes on at this school	448	34.8	35.7	22.3	7.1	3.0*	0.9
I have close colleagues with whom I can confide in this school	450	53.1	31.6	11.1	4.2	3.3	0.8
●I have interpersonal problems with some of my colleagues	448	7.6	16.7	33.9	41.7	1.9	0.9
Most teachers in my school treat me with respect	449	57.5	38.8	2.2	1.6	3.5*	0.6
Most of my colleagues have high expectations for themselves	445	35.1	49.9	13.5	1.6	3.2	0.7
I have a number of colleagues who are not competent	443	8.8	23.5	42.7	25.1	2.2	0.9
I have opportunities to observe other classrooms and teachers	449	19.4	28.5	20.3	31.8	2.6	1.1
Overall score	453					3.0	0.5

* Significant differences between general and special educators, p<.01; also see Exhibit 6.28.

● These items are not part of the composite score.

EXHIBIT 6.30

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About the Special Education Climate in Their Schools

	Responses*	Agree		Tend to Agree		Tend to Disagree		Disagree		Mean	(SE)
		%	(SE)	%	(SE)	%	(SE)	%	(SE)		
●I have frequent interactions with special educators	4869	29.7	(3.3)	32.4	(3.3)	22.5	(2.9)	15.4	(2.5)	2.8*	(0.1)
I understand special education programs	4853	31.4	(3.3)	45.3	(3.5)	15.6	(2.5)	7.7	(1.7)	3.0*	(0.1)
I work effectively with special education students	4867	29.7	(3.3)	42.1	(3.5)	21.3	(2.8)	6.9	(1.5)	3.0*	(0.1)
The staff at this school have positive attitudes toward special education staff and students	4839	31.9	(3.3)	46.3	(3.5)	18.3	(2.7)	3.5	(1.2)	3.1*	(0.1)
I am reluctant to include special education students in my classes	4824	5.0	(1.4)	18.6	(2.6)	32.4	(3.3)	44.0	(3.5)	1.8*	(0.1)
I have the knowledge to work effectively with students with disabilities	4832	21.7	(3.0)	36.4	(3.3)	28.5	(3.1)	13.4	(2.2)	2.7*	(0.1)
Overall score	4881									2.9**	(0.0)

NOTE: Results are based on weighted totals.

* Significant differences between general and special educators, p<.01; also see Exhibit 6.31.

** Significant differences between general and special educators, p<.0001; also see Exhibit 6.31.

● These items are not part of the composite score.

EXHIBIT 6.31

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About the Special Education Climate in Their Schools*

	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
●I have frequent interactions with general educators	309	41.4	39.2	14.9	4.5	3.2**	0.8
Most general education teachers in my school understand special education programs	310	13.2	30.3	43.5	12.9	2.4**	0.9
General educators in my school work effectively with special education students	307	13.4	41.7	31.6	13.4	2.6**	0.9
The staff at this school have positive attitudes toward special education staff and students	308	17.2	36.0	35.1	11.7	2.6**	0.9
General education teachers are reluctant to include special education students in their classes	308	16.9	37.7	33.4	12.0	2.6**	0.9
General educators have the knowledge to work effectively with students with disabilities	308	2.9	27.6	45.5	24.0	2.1**	0.8
Overall score	440					2.6***	0.6

* Does not include teachers of gifted and talented students or teachers in special schools.

** Significant differences between general and special educators, p<.01; also see Exhibit 6.30.

*** Significant differences between general and special educators, p<.0001; also see Exhibit 6.30..

● These items are not part of the composite score.

EXHIBIT 6.32

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About Students

	Responses*	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	(SE)
My students come to class ready to work	4847	16.8	(2.7)	39.5	(3.5)	27.8	(3.1)	16.0	(2.4)	2.6	(0.1)
I have good relationships with my students	4911	65.0	(3.2)	32.2	(3.2)	2.8	(1.0)	0.0	(0.0)	3.6	(0.0)
My students attend school on a regular basis	4956	42.3	(3.3)	41.4	(3.4)	12.7	(2.1)	3.6	(1.1)	3.2	(0.1)
My students respect me	4918	59.3	(3.3)	35.8	(3.2)	3.4	(1.1)	1.5	(0.7)	3.5	(0.0)
My students are motivated and cooperative	4923	24.3	(3.1)	50.7	(3.5)	19.8	(2.6)	5.2	(1.2)	2.9	(0.1)
●My students are appropriately placed in my classes	4937	19.3	(2.7)	44.4	(3.5)	23.0	(2.9)	13.4	(2.3)	2.7	(0.1)
Overall satisfaction with students assigned	4956									3.1	(0.0)

*Results are based on weighted totals.

● These items are not part of the composite score.

EXHIBIT 6.33

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About Students

	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
My students come to class ready to work	434	16.1	44.7	22.6	16.6	2.6	0.9
I have good relationships with my students	447	65.3	33.3	0.9	0.4	3.6	0.5
My students attend school on a regular basis	442	47.7	38.9	10.0	3.4	3.3	0.8
My students respect me	442	63.1	33.5	3.2	0.2	3.6	0.6
My students are motivated and cooperative	438	29.7	47.0	17.1	6.2	3.0	0.8
●My students are appropriately placed in my classes	439	28.9	41.9	20.5	8.7	2.9	0.9
I am free to move my students into general education classes when they are ready	414	36.0	39.4	14.0	10.6	3.0	1.0
Overall satisfaction with students assigned	447					3.2	0.6

● These items are not part of the composite score.

EXHIBIT 6.34

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Perceptions About Their Experiences With Parents

		Agree		Tend to Agree		Tend to Disagree		Disagree			(SE) or
	Responses	%	(SE)	%	(SE)	%	(SE)	%	(SE)	Mean	SD
General Education Teachers*											
Parents usually attend scheduled conferences	4913	24.4	(3.1)	36.2	(3.4)	23.8	(2.8)	15.6	(2.4)	2.7	(0.1)
Many of my students' parents regularly spend time with students on instruction at home	4886	7.1	(1.9)	24.2	(3.1)	41.8	(3.4)	26.9	(2.9)	2.1	(0.1)
Most of my students' parents respect and support the things I do	4913	32.0	(3.3)	55.2	(3.4)	10.5	(2.1)	2.4	(0.9)	3.2	(0.1)
I have good relations with my students' parents	4890	39.3	(3.4)	53.9	(3.5)	6.1	(1.6)	0.7	(0.5)	3.3	(0.0)
Overall score	4913									2.8	(0.0)
Special Education Teachers											
Parents usually attend scheduled conferences	443	17.6	(NA)	38.6	(NA)	25.7	(NA)	18.1	(NA)	2.6	1.0
Many of my students' parents regularly spend time with students on instruction at home	442	6.3	(NA)	17.2	(NA)	45.2	(NA)	31.2	(NA)	2.0	0.9
Most of my students' parents respect and support the things I do	441	33.1	(NA)	56.7	(NA)	8.2	(NA)	2.0	(NA)	3.2	0.7
I have good relations with my students' parents	442	44.6	(NA)	50.9	(NA)	4.1	(NA)	0.5	(NA)	3.4	0.6
Overall score	446									2.8	0.6

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*Results for general education teachers are based on weighted totals.

EXHIBIT 6.35

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About Their Teaching Resources

	Weighted Responses	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	(SE)
I have the instructional materials I need	4804	42.6	(3.5)	37.6	(3.3)	13.2	(2.3)	6.6	(1.7)	3.2*	(0.1)
I have the basic supplies (e.g., paper, chalk) I need	4845	68.4	(3.1)	24.6	(2.9)	3.7	(1.2)	3.4	(1.2)	3.6*	(0.1)
I have adequate duplicating/ copying equipment or services	4822	53.2	(3.5)	24.9	(3.0)	11.9	(2.3)	10.1	(2.1)	3.2*	(0.1)
The procedures for obtaining materials and services are well defined and efficient	4795	50.8	(3.5)	31.5	(3.2)	13.5	(2.4)	4.3	(1.2)	3.3*	(0.1)
I have the audio-visual aids I need	4837	47.4	(3.5)	34.5	(3.4)	12.6	(2.1)	5.5	(1.6)	3.2*	(0.1)
●I have the computers/ electronic devices I need	4845	26.7	(3.1)	26.7	(3.2)	26.2	(3.1)	20.3	(2.6)	2.6	(0.1)
●My students have opportunities to use computers	4802	38.7	(3.3)	27.2	(3.2)	15.0	(2.4)	19.1	(2.6)	2.9	(0.1)
●I have the aide/ clerical assistance I need	4800	20.1	(2.8)	21.4	(2.9)	14.5	(2.4)	44.0	(3.4)	2.2	(0.1)
●I have an adequate amount of instructional space	4845	40.1	(3.5)	32.6	(3.3)	17.5	(2.7)	9.9	(2.0)	3.0	(0.1)
Overall score	4845									3.0*	(0.0)

* Significant differences between general and special educators, p<.01; see also Exhibit 6.36.

● These items are not part of the composite score.

EXHIBIT 6.36

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About Their Teaching Resources

	Weighted Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
I have the instructional materials that I need.	446	22.0	31.6	24.4	22.0	2.5*	1.1
I have the basic supplies (e.g., paper, chalk) that I need.	449	52.1	33.0	8.9	6.0	3.3*	0.9
I have adequate duplicating/copying equipment or services.	441	41.3	31.7	13.4	13.6	3.0*	1.0
The procedures for obtaining materials and services are well defined and efficient.	446	29.8	35.4	22.2	12.6	2.8*	1.0
I have the audio-visual aids that I need.	444	27.3	39.0	18.0	15.8	2.8*	1.0
●I have the computers/ electronic devices that I need.	445	18.7	21.1	22.7	37.5	2.2	1.1
●My students have opportunities to use computers.	441	33.3	27.4	17.0	22.2	2.7	1.1
●I have the aide/ clerical assistance that I need.	442	18.1	14.9	14.3	52.7	2.0	1.2
●I have an adequate amount of instructional space.	446	39.0	27.4	13.7	20.0	2.9	1.1
Overall score	451					2.7*	0.7

* Significant differences between general and special educators, p<.01; see also Exhibit 6.35.

● These items are not part of the composite score.

EXHIBIT 6.37

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About Their Workloads

		Agree		Tend to Agree		Tend to Disagree		Disagree			
	Responses*	%	(SE)	%	(SE)	%	(SE)	%	(SE)	Mean	(SE)
●Parent demands upon my time are reasonable	4641	41.8	(3.5)	46.9	(3.6)	8.4	(2.1)	2.9	(1.1)	3.3	(0.1)
●Details, "red tape," and required paperwork absorb too much of my time	4773	49.3	(3.6)	35.7	(3.4)	12.3	(2.3)	2.7	(1.1)	3.3**	(0.1)
●My classes are used as a "dumping ground" for problem students	4722	11.0	(2.2)	20.2	(2.9)	37.4	(3.4)	31.5	(3.4)	2.1**	(0.1)
●Demand for my involvement in extracurricular activities is reasonable	4752	39.9	(3.5)	45.9	(3.5)	8.3	(2.0)	5.9	(1.7)	3.2	(0.1)
●Keeping up professionally is a considerable burden	4726	4.7	(1.3)	20.7	(2.8)	46.0	(3.6)	28.7	(3.3)	2.0**	(0.1)
The number of hours I must work after school is reasonable	4794	28.3	(3.2)	36.3	(3.3)	23.7	(3.1)	11.8	(2.4)	2.8	(0.1)
I have adequate planning time	4779	19.2	(2.7)	25.1	(2.9)	24.0	(3.0)	31.7	(3.2)	2.3	(0.1)
Overall score	4817									2.7	(0.0)

*Results are based on weighted totals.

** Significant differences between general and special educators, p<.01.

● These items are not part of the composite score.

EXHIBIT 6.38

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions About Their Workloads

	Responses	Tend to Agree %	Agree %	Tend to Disagree %	Disagree %	Mean	SD
@Parent demands upon my time are reasonable.	448	41.1	44.9	8.9	5.1	3.2	0.8
@Details, "red tape," and required paperwork absorb too much of my time.	449	72.2	20.3	4.5	3.1	3.6*	0.7
@My classes are used as a "dumping ground" for problem students.	444	16.2	27.7	32.2	23.9	2.4*	1.0
@Demand for my involvement in extracurricular activities is reasonable.	443	35.2	51.2	10.8	2.7	3.2	0.7
@Keeping up professionally is a considerable burden.	442	7.9	29.0	42.8	20.4	2.2*	0.9
The number of hours I must work after school is reasonable.	446	21.3	41.3	21.3	16.1	2.7	1.0
I have adequate planning time.	448	19.2	27.7	20.5	32.6	2.3	1.1
Overall score	451					2.6	0.5

* Significant differences between general and special educators, p<.01.

@ These items are not part of the composite score.

EXHIBIT 6.39

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Perceptions About Their Learning Opportunities

My Principal:	Weighted Responses	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	SD or (SE)
General Education Teachers											
In my job, I have many opportunities to learn new things	4800	42.0	(3.5)	39.3	(3.4)	14.6	(2.3)	4.1	(1.3)	3.2*	(0.1)
Inservice programs are relevant and useful	4802	24.6	(3.1)	35.1	(3.3)	23.2	(2.9)	17.1	(2.7)	2.7*	(0.1)
Ideas presented at inservices are discussed afterwards by teachers	4810	18.6	(2.9)	44.1	(3.5)	22.3	(2.7)	15.0	(2.6)	2.7	(0.1)
I feel intellectually challenged	4757	25.6	(3.2)	38.4	(3.4)	25.3	(2.9)	10.7	(2.2)	2.8	(0.1)
I participate in professional learning opportunities that are not required for certification or by MCS	4833	50.4	(3.5)	35.4	(3.4)	11.7	(2.1)	2.5	(0.9)	3.3*	(0.1)
Overall score	4845									2.9	(0.1)
Special Education Teachers											
In my job, I have many opportunities to learn new things	445	25.6	(NA)	40.9	(NA)	24.7	(NA)	8.8	(NA)	2.8*	0.9
Inservice programs are relevant and useful	444	14.4	(NA)	36.7	(NA)	31.3	(NA)	17.6	(NA)	2.5*	0.9
Ideas presented at inservices are discussed afterwards by teachers	447	15.0	(NA)	37.8	(NA)	31.3	(NA)	15.9	(NA)	2.5	0.9
I feel intellectually challenged	441	17.0	(NA)	41.7	(NA)	27.9	(NA)	13.4	(NA)	2.6	0.9
I participate in professional learning opportunities that are not required for certification or by MCS	445	40.2	(NA)	39.1	(NA)	14.6	(NA)	6.1	(NA)	3.1*	0.9
Overall score	448									2.7	0.7

* Significant differences between general and special educators, p<.01.

EXHIBIT 6.40

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions of Self-Efficacy

	Responses*	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	(SE)
If I really try hard, I can get through to even the most difficult or unmotivated students	4845	32.7	(3.3)	47.2	(3.5)	15.3	(2.3)	4.8	(1.4)	3.1	(0.1)
It's hard to judge how I'm doing in my teaching	4767	5.3	(1.7)	17.5	(2.4)	46.8	(3.5)	30.5	(3.3)	2.0	(0.1)
I am satisfied with the accomplishments and progress of most of my students	4833	28.4	(3.2)	46.6	(3.5)	19.8	(2.6)	5.2	(1.5)	3.0	(0.1)
I can generally deal successfully with behavior problems in my classes	4845	47.2	(3.5)	47.4	(3.5)	3.4	(1.0)	1.9	(0.9)	3.4	(0.0)
I feel I am making a significant difference in the lives of my students	4802	52.6	(3.4)	36.3	(3.3)	9.1	(1.8)	2.0	(0.8)	3.4	(0.1)
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment	4829	7.7	(1.8)	22.5	(2.9)	43.2	(3.5)	26.7	(3.2)	2.1	(0.1)
Overall score	4845									3.1	(0.0)

*Results are based on weighted totals.

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EXHIBIT 6.41

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions of Self-Efficacy

	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
If I really try hard, I can get through to even the most difficult or unmotivated students.	442	33.0	52.9	11.8	2.3	3.2	0.7
It's hard to judge how I'm doing in my teaching.	446	3.8	20.4	49.1	26.7	2.0	0.8
I am satisfied with the accomplishments and progress of most of my students.	444	30.0	46.8	18.0	5.2	3.0	0.8
I can generally deal successfully with behavior problems in my classes.	442	44.8	49.8	4.3	1.1	3.4	0.6
I feel that I am making a significant difference in the lives of my students.	444	46.6	39.6	11.3	2.5	3.3	0.8
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	435	6.7	23.3	44.8	25.3	2.1	0.9
Overall score	448					3.1	0.5

EXHIBIT 6.42

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Feelings About Job Stress

		Almost Never		Occa-sionally		Fairly Often		Fre-quently		Almost Always			(SE) or
	Responses	%	(SE)	%	(SE)	%	(SE)	%	(SE)	%	(SE)	Mean	SD
General Education Teachers													
I worry about school problems while at home	4935	9.8	(2.2)	40.7	(3.4)	17.4	(2.6)	19.7	(2.7)	12.3	(2.3)	2.8	(0.1)
I am often upset at work	4907	32.5	(3.3)	47.8	(3.5)	10.1	(2.1)	8.1	(1.8)	1.4	(1.0)	2.0	(0.1)
I am often frustrated at work	4927	24.1	(3.0)	44.1	(3.5)	15.3	(2.2)	13.4	(2.3)	3.2	(1.0)	2.3	(0.1)
I am often tense at work	4935	33.7	(3.3)	38.8	(3.4)	15.9	(2.4)	8.7	(1.8)	2.8	(1.2)	2.1	(0.1)
The amount of work I have to get done interferes with how well it gets done	4884	25.2	(3.1)	38.8	(3.4)	17.1	(2.5)	12.3	(2.1)	6.7	(1.7)	2.4*	(0.1)
I am often under a lot of pressure at work	4935	34.0	(3.3)	33.3	(3.3)	15.2	(2.4)	11.3	(1.9)	6.3	(1.7)	2.2*	(0.1)
Overall score	4935											2.3*	(0.1)
Special Education Teachers													
I worry about school problems while at home	448	7.4	(NA)	38.6	(NA)	22.8	(NA)	23.9	(NA)	7.4	(NA)	2.9	1.1
I am often upset at work	446	34.8	(NA)	47.1	(NA)	10.1	(NA)	6.5	(NA)	1.6	(NA)	1.9	0.9
I am often frustrated at work	449	18.3	(NA)	46.3	(NA)	14.9	(NA)	16.3	(NA)	4.2	(NA)	2.4	1.1
I am often tense at work	449	29.4	(NA)	42.5	(NA)	14.5	(NA)	10.3	(NA)	3.1	(NA)	2.2	1.1
The amount of work I have to get done interferes with how well it gets done	446	14.6	(NA)	40.1	(NA)	14.8	(NA)	17.3	(NA)	13.2	(NA)	2.7*	1.3
I am often under a lot of pressure at work	448	22.3	(NA)	38.8	(NA)	17.6	(NA)	12.9	(NA)	8.3	(NA)	2.5*	1.2
Overall score	449											2.4*	0.9

NOTE: Results for general education teachers are based on weighted totals.

- Significant differences between general and special educators, $p < .01$.

EXHIBIT 6.43

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Estimates of Percentage of Students Making Satisfactory Progress This Year and Their Satisfaction With Their Current Job in MCS

	Special Ed Teachers	General Ed Teachers	
	%	%	(SE)
What percentage of your students have made satisfactory progress this year?[1]			
0-5	0.2	0.7	(0.5)
6-10	1.0	0.0	(0.0)
11-20	2.0	1.3	(0.7)
21-30	3.5	2.4	(1.0)
31-40	2.0	2.3	(0.9)
41-50	9.4	7.3	(1.7)
51-60	3.2	4.7	(1.3)
61-70	6.7	8.9	(1.9)
71-80	24.6	25.2	(3.1)
81-90	23.3	25.4	(3.2)
91-95	10.4	10.2	(2.3)
96-100	13.6	11.8	(2.4)
Total	100.0	100.0	
Overall, how satisfied are you with your current job in the MCS?[2]			
Very satisfied	31.4	37.5	(3.4)
Somewhat satisfied	42.7	47.4	(3.5)
Somewhat dissatisfied	15.9	9.9	(1.9)
Very dissatisfied	10.0	5.2	(1.4)
Total	100.0	100.0	

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[1] Percentages are based on a total of 403 responding special education teachers and a weighted total of 4,717 responding general education teachers.

[2] Percentages are based on a total of 440 responding special education teachers and a weighted total of 4,899 responding general education teachers.

EXHIBIT 6.44

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions of Ancillary and Salary Benefits

	Weighted Responses	%	(SE)	Agree %	(SE)	Tend to Agree %	(SE)	Tend to Disagree %	(SE)	Disagree Mean	(SE)
The job security of my present position is important to me.	4890	79.3	(2.7)	17.0	(2.5)	2.5	(0.9)	1.2	(0.7)	3.7	(0.0)
Summer vacations are an important reason for remaining in teaching.	4907	34.0	(3.3)	28.5	(3.2)	22.6	(2.9)	15.0	(2.5)	2.8*	(0.1)
I like my current work hours.	4935	63.1	(3.2)	30.2	(3.1)	3.0	(1.0)	3.6	(1.3)	3.5	(0.1)
●The location of my current school(s) is convenient for me	4935	53.8	(3.4)	26.0	(3.0)	9.5	(1.9)	10.9	(2.0)	3.2	(0.1)
Overall satisfaction with work in MCS	4935									3.3	(0.0)
Salary policies are administered with fairness and justice.	4911	24.1	(2.9)	44.2	(3.5)	22.3	(3.0)	9.5	(2.2)	2.8*	(0.1)
Salaries paid in this school system compare favorably with salaries in other systems I might consider teaching in.	4766	21.7	(2.9)	35.8	(3.3)	27.5	(3.2)	14.9	(2.7)	2.6	(0.1)
This district offers a reasonable benefits package.	4914	30.0	(3.2)	49.3	(3.5)	15.6	(2.6)	5.1	(1.7)	3.0	(0.1)
Overall satisfaction with salary	4935									2.8	(0.1)

* Significant differences between general and special educators, p<.01; also see Exhibit 6.45.

● These items are not part of the composite score.

EXHIBIT 6.45

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions of Ancillary and Salary Benefits

	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
The job security of my present position is important to me.	444	73.4	23.0	2.3	1.4	3.7	0.6
Summer vacations are an important reason for remaining in teaching.	444	45.3	27.5	17.1	10.1	3.1*	1.0
I like my current work hours.	448	65.6	23.2	6.3	4.9	3.5	0.8
@The location of my current school(s) is convenient for me.	444	49.5	25.0	11.7	13.7	3.1	1.1
Overall satisfaction with work in MCS.	449					3.3	0.6
Salary policies are administered with fairness and justice.	444	33.8	42.3	15.8	8.1	3.0*	0.9
Salaries paid in this school system compare favorably with salaries in other systems I might consider teaching in.	439	22.3	36.7	26.7	14.4	2.7	1.0
This district offers a reasonable benefits package.	448	25.7	51.3	16.7	6.3	3.0	0.8
Overall satisfaction with salary.	449					2.9	0.8

* Significant differences between general and special educators, p<.01; also see Exhibit 6.44.

@ These items are not part of the composite score.

EXHIBIT 6.46

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Views About Their Career Plans

	Responses	No Desire to Remain % (SE)	Little Desire to Remain % (SE)	Moderate Desire to Remain % (SE)	Great Desire to Remain % (SE)	Mean	(SE) or SD
General Education Teachers**							
Your current school.	4907	6.9 (1.6)	6.7 (1.6)	34.8 (3.3)	51.6 (3.4)	3.3	(0.1)
Your current teaching field.	4907	3.7 (1.3)	3.5 (1.2)	21.4 (2.8)	71.3 (3.1)	3.6*	(0.1)
The Memphis City Schools.	4907	2.5 (0.9)	5.9 (1.4)	29.2 (3.1)	62.4 (3.2)	3.5*	(0.0)
The teaching profession.	4907	1.2 (0.7)	2.7 (1.2)	28.8 (3.2)	67.3 (3.3)	3.6*	(0.0)
Overall score	4907					3.5*	(0.0)
Special Education Teachers							
Your current school.	448	6.5 (NA)	10.0 (NA)	32.4 (NA)	51.1 (NA)	3.3	0.9
Your current teaching field.	451	3.8 (NA)	8.6 (NA)	31.7 (NA)	55.9 (NA)	3.4*	0.8
The Memphis City Schools.	452	3.3 (NA)	8.8 (NA)	41.8 (NA)	46.0 (NA)	3.3*	0.8
The teaching profession.	453	2.0 (NA)	6.6 (NA)	32.9 (NA)	58.5 (NA)	3.5*	0.7
Overall score	453					3.4*	0.6

* Significant differences between general and special educators, $p<.01$.

**Results are based on weighted totals.

EXHIBIT 6.47

1992-93 Comprehensive Study: Responding General Education Teachers' Perceptions About Their Teaching Fields

	Weighted Responses	Agree %	Agree (SE)	Tend to Agree %	Tend to Agree (SE)	Tend to Disagree %	Tend to Disagree (SE)	Disagree %	Disagree (SE)	Mean	(SE)
I am satisfied with my choice of teaching field.	4935	73.0	(3.1)	22.9	(2.9)	3.2	(1.2)	1.0	(0.6)	3.7*	(0.0)
I would transfer to another teaching field if I had the opportunity	4907	13.5	(2.5)	11.3	(2.2)	23.4	(2.9)	51.9	(3.5)	1.9	(0.1)
I● am willing to put forth considerable effort in order to be successful in my field.	4935	84.4	(2.5)	15.2	(2.4)	0.4	(0.4)	0.0	(0.0)	3.8	(0.0)
If I could go back to my college days and start over again, I would again choose my teaching field.	4927	53.9	(3.5)	20.3	(2.8)	14.4	(2.5)	11.4	(2.2)	3.2*	(0.1)
I would recommend that young people pursue careers in my teaching field.	4890	37.1	(3.3)	37.7	(3.4)	17.9	(2.6)	7.3	(1.8)	3.1*	(0.1)
Overall score	4934									3.4*	(0.0)

* Significant differences between general and special educators, p<.01; also see Exhibit 6.48.

● These items are not part of the composite score.

EXHIBIT 6.48

1992-93 Comprehensive Study: Responding Special Education Teachers' Perceptions Their Teaching Fields

	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
I am satisfied with my choice of teaching field.	450	60.2	30.0	6.2	3.6	3.5*	0.8
I would transfer to another teaching field if I had the opportunity.	449	9.8	16.0	31.4	42.8	1.9	1.0
I am willing to put forth considerable effort in order to be successful in my field.	452	73.0	26.1	0.4	0.4	3.7	0.5
If I could go back to my college days and start over again, I would again choose my teaching field.	448	42.4	23.7	17.9	16.1	2.9*	1.1
I would recommend that young people pursue careers in my teaching field.	449	30.3	33.2	21.2	15.4	2.*	1.0
I would accept a non special education teaching position if it was offered to me.	444	11.9	18.7	33.3	36.0	2.1	1.0
I am committed to working with students with disabilities.	442	59.0	32.1	6.8	2.0	3.5	0.7
Overall score	453					3.2*	0.6

* Significant differences between general and special educators, p<.01; also see Exhibit 6.47.

EXHIBIT 6.49

1992-93 Comprehensive Study: Responding General Education Teachers' Commitment to Teaching in the MCS and Teaching In General

	Weighed Responses	Agree		Tend to Agree		Tend to Disagree		Disagree		Mean	(SE)
		%	(SE)	%	(SE)	%	(SE)	%	(SE)		
I would become a teacher if I had it to do over again.	4863	51.1	(3.5)	28.7	(3.2)	10.9	(2.2)	9.3	(2.0)	3.2	(0.1)
I would move to a nonteaching position if it had comparable income and benefits.	4890	19.4	(2.8)	24.4	(3.0)	31.3	(3.2)	25.0	(3.1)	2.4	(0.1)
I am proud to tell others I am a teacher.	4936	62.0	(3.4)	30.8	(3.2)	6.6	(1.8)	0.6	(0.4)	3.5	(0.0)
Being a teacher is rewarding and contributes to a satisfying life.	4893	50.6	(3.5)	40.4	(3.5)	8.1	(1.8)	1.0	(0.6)	3.4*	(0.1)
Overall commitment to teaching	4943									3.2*	(0.5)
I am proud to tell others I am part of MCS.	4913	44.8	(3.4)	36.7	(3.4)	15.6	(2.4)	3.0	(1.1)	3.2*	(0.1)
Deciding to work in MCS was a definite mistake on my part.	4908	2.6	(1.0)	6.0	(1.5)	27.4	(3.0)	64.0	(3.1)	1.5*	(0.1)
I talk up MCS to my friends as a great district to work in.	4814	30.7	(3.2)	38.8	(3.5)	20.1	(2.7)	10.3	(1.9)	2.9*	(0.1)
Overall commitment to the MCS	4913									3.2*	(0.1)

* Significant differences between general and special educators, p<.01; also see Exhibit 6.50.

EXHIBIT 6.50

1992-93 Comprehensive Study: Responding Special Education Teachers' Commitment to Teaching in the MCS and Teaching In General

	Responses	Agree %	Tend to Agree %	Tend to Disagree %	Disagree %	Mean	SD
I would become a teacher if I had it to do over again.	448	44.4	26.6	15.4	13.6	3.0	1.1
I would move to a nonteaching position if it had comparable income and benefits.	447	24.2	23.7	32.2	19.9	2.5	1.1
I am proud to tell others I am a teacher.	451	58.1	34.1	5.5	2.2	3.5	0.7
Being a teacher is rewarding and contributes to a satisfying life.	450	43.8	42.2	10.4	3.6	3.3*	0.8
Overall commitment to teaching	453					3.1	0.7
I am proud to tell others I am part of MCS.	445	33.5	38.0	21.8	6.7	3.0*	0.9
Deciding to work in MCS was a definite mistake on my part.	446	4.5	9.4	38.6	47.5	1.7*	0.8
I talk up MCS to my friends as a great district to work in.	433	21.7	32.8	33.5	12.0	2.6*	1.0
Overall commitment to the MCS	452					3.0	0.8

* Significant differences between general and special educators, p<.01; also see Exhibit 6.49.

EXHIBIT 6.51A

1992-93 Comprehensive Study: Special and General Education Teachers Who Want to Transfer to a Teaching Position in another School in the MCS By Type of School In Which They Are Currently Employed

	Special Education Teachers			General Education Teachers			
Characteristics of Current School	Number Employed N	Number Responding N	Percent Respondents Wanting to Transfer %	Number Employed N	Number Responding N	Percent Respondents Wanting to Transfer %	(SE)
Location and SES*							
Urban School							
High SES	115	113	15.0	1802	1779	15.1	(3.6)
Medium SES	151	145	18.6	1158	1099	27.1	(6.6)
Low SES	50	48	14.6	385	362	33.3	(10.7)
Could Not Determine	0	0	0.0	21	21	0.0	(0.0)
Subtotal	316	306	16.7	3366	3261	21.1	(3.1)
Inner City School							
High SES	6	6	33.3	66	66	0.0	(0.0)
Medium SES	27	26	50.0	420	420	33.5	(10.3)
Low SES	72	69	33.3	1049	1026	18.2	(5.5)
Could Not Determine	0	0	0.0	5	5	0.0	(0.0)
Subtotal	105	101	37.6	1540	1517	21.6	(4.7)
Could Not Determine	37	37	21.6	83	83	18.7	(18.1)
Total	458	444	21.8	4989	4861	21.2	(2.6)
Grade Level							
Could Not Determine	39	39	20.5	63	63	25.0	(23.2)
Elementary	230	223	25.1	2807	2700	23.5	(3.7)
Middle	49	48	27.1	822	822	20.9	(6.2)
Secondary	68	67	22.4	1196	1175	14.2	(3.7)
Mixed**	72	67	7.5	102	102	42.3	(21.7)
Total	458	444	21.8	4990	4862	21.2	(2.6)

* SES = Socioeconomic Status as defined by the percent students in the school who participate in the "free or reduced" lunch program. High =<49.04, Medium = 49.05-76.83, and Low >76.83.

** This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.51B

1992-93 Comprehensive Study:
Type of School to Which General Education Teachers Want to Transfer
(Results Are Based on a Weighted Total of 1030 Teachers Who Want to Transfer)*

Characteristics of Desired Schools	Selected As Choice %* (SE)	First Choice % (SE)	Second Choice % (SE)	Third Choice % (SE)
Location and SES**				
Urban School				
High SES	61.2 (7.0)	44.2 (7.0)	36.0 (5.7)	32.1 (6.6)
Medium SES	17.0 (4.4)	7.5 (3.4)	2.5 (1.5)	8.3 (3.4)
Low SES	9.9 (4.6)	5.5 (2.7)	4.4 (3.7)	0.0 (0.0)
Could Not Determine	12.8 (4.4)	8.3 (4.2)	0.7 (0.7)	3.8 (2.9)
Subtotal	100.9	65.5	43.6	44.2
Inner City School				
High SES	0.5 (0.5)	0.0 (0.0)	0.5 (0.5)	0.0 (0.0)
Medium SES	6.1 (4.0)	0.0 (0.0)	6.1 (4.0)	0.0 (0.0)
Low SES	9.0 (3.7)	3.7 (2.1)	3.4 (2.8)	3.4 (2.0)
Could Not Determine	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Subtotal	15.6	3.7	10.0	3.4
Could Not Determine	70.2 (6.5)	30.8 (7.1)	46.6 (7.4)	52.4 (7.3)
Total	186.7	100.0	100.2	100.0
Grade Level				
Elementary	58.6 (6.6)	65.1 (7.2)	59.5 (8.9)	70.3 (8.6)
Middle	10.7 (4.0)	5.3 (3.7)	6.4 (3.0)	7.1 (5.3)
Secondary	30.1 (5.6)	29.7 (6.6)	34.2 (8.9)	22.6 (7.3)
Mixed***	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Could Not Determine	70.2 (6.5)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Total	169.6	100.1	100.1	100.0

* Percentages in this colum total more than 100 because of multiple responses.

** SES = Socioeconomic Status as defined by the percent students in the school who participate in the "free or reduced" lunch program. High = <49.04, Medium = 49.05-76.83, and Low >76.83.

*** This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.51C

1992-93 Comprehensive Study: Type of School to Which Special Education Teachers Want to Transfer (Percents Are Based on 97 Teachers Who Want to Transfer)

Characteristics of Desired Schools	Selected As Choice %*	First Choice %	Second Choice %	Third Choice %
Location and SES**				
Urban School				
High SES	48.5	33.0	25.8	21.6
Medium SES	22.7	12.4	8.2	6.2
Low SES	8.2	4.1	2.1	3.1
Could Not Determine	5.2	4.1	0.0	1.0
Subtotal	84.6	53.6	36.1	31.9
Inner City School				
High SES	0.0	0.0	0.0	0.0
Medium SES	2.1	2.1	2.1	0.0
Low SES	5.2	1.0	3.1	1.0
Could Not Determine	0.0	0.0	0.0	0.0
Subtotal	7.3	3.1	5.2	1.0
Could Not Determine	73.2	43.3	58.8	67.0
Total	165.1	100.0	100.1	99.9
Grade Level				
Elementary	47.7	34.0	32.0	22.7
Middle	10.3	5.2	4.1	3.1
Secondary	16.5	13.4	6.2	7.2
Mixed***	9.3	7.2	2.1	1.0
Could Not Determine	72.2	40.2	55.7	66.0
Total	156.0	100.0	100.1	100.0

* Percentages in this column total more than 100 because of multiple responses.

** SES = Socioeconomic Status as defined by the percent students in the school who participate in the "free or reduced" lunch program. High = <49.04, Medium = 49.05-76.83, and Low >76.83.

*** This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.51D

1991-92 Comprehensive Study: Reasons Why General Education Teachers Want To Transfer To Another School In The MCS (Results Are Based on a Weighted Total of 1030 Respondents)

	Given as Reason*		First Reason		Second Reason	
Reasons For Transferring	**%**	**SE**	**%**	**SE**	**%**	**SE**
Location (general)	11.3	3.9	9.6	3.7	1.6	1.3
Location (closer to home)	26.7	6.5	17.9	5.9	8.8	3.3
Location (closer to kids, school, care)	5.8	3.1	2.9	2.4	2.8	2.3
School Schedule (earlier/later)	4.9	2.9	2.2	2.2	2.7	1.9
Working Conditions (improve general)	3.4	2.8	2.7	2.7	0.7	0.7
Administration (more support or recognition)	13.4	4.3	8.4	3.4	4.9	2.9
Colleagues (more support/competence)	0.0	0.0	0.0	0.0	0.0	0.0
Students (better motivation/discipline)	10.8	3.4	5.4	2.2	5.5	2.7
School Discipline (better support)	6.6	3.2	4.3	3.0	2.3	1.2
Students' Age Levels (older/younger)	3.4	1.6	1.6	0.9	2.3	1.4
Parents (more involvement/support)	3.2	2.3	2.0	2.0	1.2	1.2
Safety (improve in school or neighborhood)	3.4	2.8	2.7	2.7	0.7	0.7
Facilities (improve, e.g., AC, hours open, maintenance)	6.4	3.0	5.3	2.8	1.2	1.2
Stress/Burnout	1.2	1.2	1.2	1.2	0.0	0.0
Change Needed	4.5	2.6	0.5	0.5	4.1	2.6
Assignment Areas (change)	3.9	2.4	3.9	2.4	0.0	0.0
Class Sizes	0.7	0.7	0.0	0.0	0.7	0.7
Single School Assignment	0.0	0.0	0.0	0.0	0.0	0.0
Be With Other Special Education Teachers	0.0	0.0	0.0	0.0	0.0	0.0
Assignment in Administration	2.1	1.3	1.6	1.3	0.9	0.6
General Support	1.8	1.3	0.6	0.6	1.2	1.2
Racial Issues	5.0	3.1	0.7	0.7	4.3	3.0
Workload (improve)	5.4	3.4	0.0	0.0	5.4	3.4
Other	35.4	6.2	20.6	5.8	23.5	5.8
Nonresponse	5.9	4.3	5.9	4.3	25.3	6.0
Totals	165.2		100.0		100.0	

* The percentages in this column total more than 100 because of multiple responses.

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EXHIBIT 6.51E

1991-92 Comprehensive Study: Reasons Why General Education Teachers Want To Transfer To Another School In The MCS, By Location of Teacher's Current School

		Urban School*		Inner City School*		School Unknown*	
Reasons For Transferring	**N**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Location (general)	116	75.7	16.1	24.3	16.1	0.0	0.0
Location (closer to home)	275	68.5	11.6	25.8	10.7	5.7	5.5
Location (closer to kids, school, care)	59	10.2	10.8	89.8	10.7	0.0	0.0
School Schedule (earlier/later)	35	69.2	26.6	0.0	0.0	30.8	26.6
Working Conditions (improve general)	35	20.9	23.3	79.2	23.3	0.0	0.0
Administration (more support or recognition)	138	71.2	14.2	17.4	11.2	11.4	10.6
Colleagues (more support/competence)	0	0.0	0.0	0.0	0.0	0.0	0.0
Students (better motivation/discipline)	112	64.3	15.4	21.7	12.1	14.0	12.7
School Discipline (better support)	68	80.5	14.5	19.5	14.5	0.0	0.0
Students' Age Levels (older/younger)	35	51.6	23.8	48.4	23.8	0.0	0.0
Parents (more involvement/support)	33	100.0	0.0	0.0	0.0	0.0	0.0
Safety (improve in school or neighborhood)	35	0.0	0.0	100.0	0.0	0.0	0.0
Facilities (improve, e.g., AC, hours open, maintenance)	66	81.9	17.1	18.1	17.1	0.0	0.0
Stress/Burnout	12	100.0	0.0	0.0	0.0	0.0	0.0
Change Needed	47	55.1	35.2	44.9	35.2	0.0	0.0
Assignment Areas (change)	40	100.0	0.0	0.0	0.0	0.0	0.0
Class Sizes	7	100.0	0.0	0.0	0.0	0.0	0.0
Single School Assignment	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Be With Other Special Education Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Assignment in Administration	22	55.7	29.7	44.3	29.7	0.0	0.0
General Support	18	100.0	0.0	0.0	0.0	0.0	0.0
Racial Issues	51	100.0	0.0	0.0	0.0	0.0	0.0
Workload (improve)	56	50.7	31.8	49.4	31.8	0.0	0.0
Other	365	46.7	11.9	45.8	13.0	7.5	7.4
Nonresponse	61	100.0	0.0	0.0	0.0	0.0	0.0

* The percentages in these columns are based on row totals (weighted N's).

EXHIBIT 6.51F

1991-92 Comprehensive Study: Reasons Why General Education Teachers Want To Transfer To Another School In The MCS, By Location of Teacher's Current School

	Urban School* (N=644)		Inner City School* (N=328)		School Unknown* (N=59)	
Reasons For Transferring	%	SE	%	SE	%	SE
Location (general)	13.7	5.1	8.6	6.4	0.0	0.0
Location (closer to home)	29.3	8.7	21.7	9.1	26.6	29.4
Location (closer to kids, school, care)	1.0	1.0	16.3	8.7	0.0	0.0
School Schedule (earlier/later)	5.4	4.0	0.0	0.0	26.6	29.4
Working Conditions (improve general)	1.1	1.1	8.4	8.2	0.0	0.0
Administration (more support or recognition)	15.2	5.8	7.3	6.1	26.6	29.4
Colleagues (more support/competence)	0.0	0.0	0.0	0.0	0.0	0.0
Students (better motivation/discipline)	11.2	4.4	7.4	4.5	26.6	29.4
School Discipline (better support)	8.5	5.0	4.1	2.9	0.0	0.0
Students' Age Levels (older/younger)	2.8	2.1	5.2	3.0	0.0	0.0
Parents (more involvement/support)	5.1	3.7	0.0	0.0	0.0	0.0
Safety (improve in school or neighborhood)	0.0	0.0	10.6	8.5	0.0	0.0
Facilities (improve, e.g., AC, hours open, maintenance)	8.4	4.5	3.7	3.7	0.0	0.0
Stress/Burnout	1.9	1.9	0.0	0.0	0.0	0.0
Change Needed	4.0	2.3	6.4	6.1	0.0	0.0
Assignment Areas (change)	6.2	3.9	0.0	0.0	0.0	0.0
Class Sizes	1.1	1.1	0.0	0.0	0.0	0.0
Single School Assignment	0.0	0.0	0.0	0.0	0.0	0.0
Be With Other Special Education Teachers	0.0	0.0	0.0	0.0	0.0	0.0
Assignment in Administration	1.9	1.9	2.9	2.0	0.0	0.0
General Support	2.8	2.1	0.0	0.0	0.0	0.0
Racial Issues	8.0	5.0	0.0	0.0	0.0	0.0
Workload (improve)	4.4	3.4	8.4	8.2	0.0	0.0
Other	26.5	7.8	51.0	12.4	46.8	24.9
Nonresponse	9.4	6.7	0.0	0.0	0.0	0.0

* The percentages in these columns are based on column totals (weighted N's), which indicate the number of teachers who reported the reason as either a first or second reason for wanting to transfer. The percents may total more than 100 because of multiple responses.

EXHIBIT 6.51G

1991-92 Comprehensive Study: Reasons Why Special Education Teachers Want To Transfer To Another School In The MCS (Results Are Based on a Total of 97 Respondents)

Reasons For Transferring	Given as Reason* %	First Reason %	Second Reason %
Location (general)	8.2	8.2	0.0
Location (closer to home)	27.8	16.5	11.3
Location (closer to kids, school, care)	4.1	1.0	3.1
School Schedule (earlier/later)	3.1	1.0	3.1
Working Conditions (improve general)	4.1	2.1	2.1
Administration (more support or recognition)	24.7	18.6	11.3
Colleagues (more support/competence)	3.1	1.0	2.1
Students (better motivation/discipline)	4.1	3.1	1.0
School Discipline (better support)	3.1	2.1	1.0
Students' Age Levels (older/younger)	3.1	2.1	1.0
Parents (more involvement/support)	2.1	0.0	2.1
Safety (improve in school or neighborhood)	6.2	3.1	3.1
Facilities (improve, e.g., AC, hours open, maintenance)	4.1	1.0	3.1
Stress/Burnout	4.1	0.0	4.1
Change Needed	3.1	2.1	1.0
Assignment Areas (change)	20.6	15.5	8.2
Class Sizes	4.1	2.1	2.1
Single School Assignment	2.1	2.1	0.0
Be With Other Special Education Teachers	4.1	0.0	4.1
Assignment in Administration	0.0	0.0	0.0
General Support	0.0	0.0	0.0
Racial Issues	0.0	0.0	0.0
Workload (improve)	0.0	0.0	0.0
Other	26.8	14.4	14.4
Nonresponse	4.1	4.1	21.6
Totals	166.8	100.0	100.0

* The percentages in this column total more than 100 because of multiple responses.

EXHIBIT 6.51H

1991-92 Comprehensive Study: Reasons Why Special Education Teachers Want To Transfer To Another School In The MCS

Reasons For Transferring	Given As A Reason N	First Reason* %	Second Reason* %
Location (general)	8	100.0	0.0
Location (closer to home)	27	59.3	40.7
Location (closer to kids, school, care)	4	25.0	75.0
School Schedule (earlier/later)	3	33.3	100.0
Working Conditions (improve general)	4	50.0	50.0
Administration (more support or recognition)	24	75.0	46.0
Colleagues (more support/competence)	3	33.3	66.7
Students (better motivation/discipline)	4	75.0	25.0
School Discipline (better support)	3	66.7	33.3
Students' Age Levels (older/younger)	3	66.7	33.3
Parents (more involvement/support)	2	0.0	100.0
Safety (improve in school or neighborhood)	6	50.0	50.0
Facilities (improve, e.g., AC, hours open, maintenance)	4	25.0	75.0
Stress/Burnout	4	0.0	100.0
Change Needed	3	66.7	33.3
Assignment Areas (change)	20	75.0	40.0
Class Sizes	4	50.0	50.0
Single School Assignment	2	100.0	0.0
Be With Other Special Education Teachers	4	0.0	100.0
Assignment in Administration	0	0.0	0.0
General Support	0	0.0	0.0
Racial Issues	0	0.0	0.0
Workload (improve)	0	0.0	0.0
Other	26	54.0	54.0
Nonresponse	4		

* The percentages in these columns are based on row totals (N's) and will total more than 100 for a general reason that was given as both a first and second reason.

EXHIBIT 6.51I

1991-92 Comprehensive Study: Reasons Why Special Education Teachers Want To Transfer To Another School In The MCS, By Location of Teacher's Current School

Reasons For Transferring	N	Urban School* %	Inner City School* %	School Unknown* %
Location (general)	8	62.5	37.5	0.0
Location (closer to home)	27	55.6	33.3	11.1
Location (closer to kids, school, care)	4	25.0	75.0	0.0
School Schedule (earlier/later)	3	66.7	0.0	33.3
Working Conditions (improve general)	4	50.0	0.0	50.0
Administration (more support or recognition)	24	41.7	50.0	8.3
Colleagues (more support/competence)	3	33.3	33.3	33.3
Students (better motivation/discipline)	4	100.0	0.0	0.0
School Discipline (better support)	3	33.3	66.7	0.0
Students' Age Levels (older/younger)	3	66.7	33.3	0.0
Parents (more involvement/support)	2	50.0	50.0	0.0
Safety (improve in school or neighborhood)	6	50.0	50.0	0.0
Facilities (improve, e.g., AC, hours open, maintenance)	4	25.0	50.0	25.0
Stress/Burnout	4	75.0	25.0	0.0
Change Needed	3	33.3	66.7	0.0
Assignment Areas (change)	20	60.0	40.0	0.0
Class Sizes	4	75.0	25.0	0.0
Single School Assignment	2	100.0	0.0	0.0
Be With Other Special Education Teachers	4	75.0	25.0	0.0
Assignment in Administration	0	0.0	0.0	0.0
General Support	0	0.0	0.0	0.0
Racial Issues	0	0.0	0.0	0.0
Workload (improve)	0	0.0	0.0	0.0
Other	26	53.9	42.3	3.9
Nonresponse	4	75.0	0.0	25.0

* The percentages in these columns are based on row totals (N's).

EXHIBIT 6.51J

1991-92 Comprehensive Study: Reasons Why Special Education Teachers Want To Transfer To Another School In The MCS, By Location of Teacher's Current School

Reasons For Transferring	Urban School* (N=51) %	Inner City School* (N=38) %	School Unknown* (N=8) %
Location (general)	9.8	7.9	0.0
Location (closer to home)	29.4	23.7	37.5
Location (closer to kids, school, care)	2.0	7.9	0.0
School Schedule (earlier/later)	3.9	0.0	12.5
Working Conditions (improve general)	3.9	0.0	25.0
Administration (more support or recognition)	19.6	31.6	25.0
Colleagues (more support/competence)	2.0	2.6	12.5
Students (better motivation/discipline)	7.8	0.0	0.0
School Discipline (better support)	2.0	5.3	0.0
Students' Age Levels (older/younger)	3.9	2.6	0.0
Parents (more involvement/support)	2.0	2.6	0.0
Safety (improve in school or neighborhood)	5.9	7.9	0.0
Facilities (improve, e.g., AC, hours open, maintenance)	2.0	5.3	12.5
Stress/Burnout	5.9	2.6	0.0
Change Needed	2.0	5.3	0.0
Assignment Areas (change)	23.5	21.1	0.0
Class Sizes	5.9	2.6	0.0
Single School Assignment	3.9	0.0	0.0
Be With Other Special Education Teachers	5.9	2.6	0.0
Assignment in Administration	0.0	0.0	0.0
General Support	0.0	0.0	0.0
Racial Issues	0.0	0.0	0.0
Workload (improve)	0.0	0.0	0.0
Other	27.5	29.0	12.5
Nonresponse	5.9	0.0	12.5

* The percentages in these columns are based on column totals (N's) and may total more than 100 because of multiple responses.

EXHIBIT 6.52

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Plans to Remain in Teaching and/or Special Education

	Spec Ed Teachers	Gen Ed Teachers	
	%	%	(SE)
How long do you plan to remain in teaching?*			
As long as I am able	32.3	35.6	(3.3)
Until I am eligible for retirement	33.0	41.6	(3.4)
Will probably continue unless something better comes along	13.0	8.0	(1.9)
Definitely plan to leave as soon as I can	4.2	3.2	(1.2)
Undecided	17.6	11.6	(2.2)
Total	100.0	100.0	
How long do you plan to remain in special education?**			
As long as I am able	34.9	NA	NA
Until I am eligible for retirement	25.7	NA	NA
Will probably continue unless something better comes along	15.6	NA	NA
Definitely plan to leave as soon as I can	7.3	NA	NA
Undecided	16.5	NA	NA
Total	100.0	NA	NA

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* Percentages are based on a total of 455 responding special education teachers and a weighted total of 4,854 responding general education teachers.

** Percentages are based on a total of 455 responding special education teachers.

EXHIBIT 6.53A

Comparison of 1992-93 Comprehensive Study Special and General Education Teachers Who Plan to Leave Their Current Positions Within Three Years by Race, Gender, Years of Experience, and Career Ladder Status

	Do you plan to be in your current position in 3 years?								
	Spec Ed Teachers			Gen Ed Teachers					
	Yes	No, Retired	No, Not Retired	Yes		No, Retired		No, Not Retired	
Teacher Characteristics	%	%	%	%	(SE)	%	(SE)	%	(SE)
Race[1]									
African American	25.0	1.4	9.1	34.5	(2.9)	4.6	(1.7)	10.3	(2.2)
European American	42.0	3.0	19.3	32.6	(2.4)	1.9	(0.9)	14.7	(2.0)
Other	0.2	0.0	0.0	1.0	(0.7)	0.0	(0.0)	0.1	(0.1)
Total	67.2	4.4	28.4	68.4	(3.2)	6.5	(1.9)	25.1	(2.9)
Gender[1]									
Male	4.1	0.2	3.0	13.0	(2.2)	1.5	(0.9)	5.6	(1.6)
Female	63.2	4.1	25.5	55.4	(3.5)	5.1	(1.7)	19.5	(2.6)
Total	67.3	4.3	28.5	68.4	(3.2)	6.5	(1.9)	25.1	(2.9)
Career Ladder Status[1]									
Not on ladder	10.2	0.0	7.3	14.0	(1.8)	1.1	(0.7)	12.0	(1.9)
Class I	45.7	3.2	17.3	43.3	(3.5)	3.9	(1.6)	11.4	(2.2)
Class II	4.8	0.5	2.3	3.0	(1.4)	0.0	(0.0)	0.9	(0.8)
Class III	6.6	0.7	1.6	8.2	(1.9)	1.5	(0.9)	0.8	(0.8)
Total	67.3	4.4	28.5	68.4	(3.2)	6.5	(1.9)	25.1	(2.9)
Total Teaching Experience[1]									
4 years or less (Beginners)	11.4	0.0	9.8	12.3	(1.2)	0.3	(0.3)	9.4	(1.1)
More than 4 years (Experienced)	55.9	4.3	18.6	56.1	(3.2)	6.3	(1.9)	15.7	(2.7)
Total	67.3	4.3	28.4	68.4	(3.2)	6.5	(1.9)	25.1	(2.9)
Grade Level Taught[2]									
Elementary	36.4	3.4	16.9	36.1	(3.0)	2.6	(1.3)	16.5	(2.6)
Middle	7.6	0.5	3.9	12.8	(2.2)	1.5	(0.9)	3.6	(1.1)
Secondary	10.3	0.2	5.9	19.2	(2.3)	2.5	(1.1)	5.2	(1.2)
Mixed[3]	11.5	0.0	3.4	0.0	(0.0)	0.0	(0.0)	0.0	(0.0)
Total	65.8	4.1	30.1	68.1	(3.3)	6.6	(1.9)	25.3	(2.9)

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[1] Results are based on a total of 440 responding special education teachers and a weighted total of 4,856 responding general education teachers.

[2] Results are based on a total of 409 responding special education teachers and a weighted total of 4,856 responding general education teachers.

[3] This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.53A1

Comparison of 1992-93 Comprehensive Study Special and General Education Teachers Who Plan to Leave Their Current Positions Within Three Years by Race, Gender, Years of Experience, and Career Ladder Status

	Do you plan to be in your current position in 3 years?								
	Spec Ed Teachers			Gen Ed Teachers					
Teacher Characteristics	Yes %	No, Retired %	No, Not Retired %	Yes %	Yes (SE)	No, Retired %	No, Retired (SE)	No, Not Retired %	No, Not Retired (SE)
Race[1]									
African American	37.2	31.6	32.0	50.9	(3.2)	70.7	(12.2)	41.0	(6.3)
European American	62.5	68.4	68.0	47.7	(3.1)	29.3	(12.2)	58.7	(6.3)
Other	0.3	0.0	0.0	1.4	(1.0)	0.0	(0.0)	0.4	(0.
Total	100.0	100.0	100.0	100.0		100.0		100.0	
Gender[1]									
Male	6.1	5.3	10.4	19.0	(3.1)	22.4	(11.9)	22.4	(5.
Female	93.9	94.7	89.6	81.0	(3.1)	77.6	(11.9)	77.6	(5.6)
Total	100.0	100.0	100.0	100.0		100.0		100.0	
Career Ladder Status[1]									
Not on ladder	15.2	0.0	25.6	20.4	(2.5)	17.5	(10.1)	47.9	(6.4)
Class I	67.9	73.7	60.8	63.3	(3.8)	59.9	(14.2)	45.6	(6.
Class II	7.1	10.5	8.0	4.4	(2.0)	0.0	(0.0)	3.5	(3.
Class III	9.8	15.8	5.6	11.9	(2.7)	22.7	(11.9)	3.1	(3.0)
Total	100.0	100.0	100.0	100.0		100.0		100.0	
Total Teaching Experience[1]									
4 years or less (Beginners)	16.9	0.0	34.4	17.9	(1.8)	3.8	(3.8)	37.5	(5.0
More than 4 years (Experienced)	83.1	100.0	65.6	82.1	(1.8)	96.2	(3.8)	62.5	(5.0)
Total	100.0	100.0	100.0	100.0		100.0		100.0	
Grade Level Taught[2]									
Elementary	55.4	82.4	56.1	53.1	(3.2)	39.7	(15.0)	65.2	(5.5
Middle	11.5	11.8	13.0	18.8	(3.2)	22.7	(11.9)	14.4	(4.2
Secondary	15.6	5.9	19.5	28.2	(3.3)	37.7	(14.1)	20.5	(4.4)
Mixed[3]	17.5	0.0	11.4	0.0	(0.0)	0.0	(0.0)	0.0	(0.0)
Total	100.0	100.0	100.0	100.0		100.0		100.0	

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[1] Results are based on a total of 440 responding special education teachers and a weighted total of 4,856 responding general education teachers.

[2] Results are based on a total of 409 responding special education teachers and a weighted total of 4,856 responding general education teachers.

[3] This designation includes teachers assigned to special schools that cannot be simply classified as being an elementary, middle, or high school.

EXHIBIT 6.53B

1992-93 Comprehensive Study: Special Education Teachers Who Plan To Leave Their Current Positions Within Three Years, by Teaching Assignment

	Do you plan to be in your current position in 3 years?		
Teaching Assignment	No I'm retiring %*	No Not retiring %*	No Total %*
Blind/Visual Impairments	0.7	2.1	2.8
Deaf/Hearing Impairments	0.0	3.5	3.5
Educable Mental Retardation	2.1	11.3	13.4
Emotional Disturbances	0.7	2.1	2.8
Homebound/Hospitalized	0.0	0.0	0.0
Intellectually Gifted	1.4	2.8	4.2
Learning Disabilities	5.6	44.4	50.0
Multiple Disabilities	0.0	4.9	4.9
Physical Disabilities	0.7	2.8	3.5
Speech Impairments	0.0	3.5	3.5
Severe Behavior/Communication Disorders (Autism)	0.0	2.8	2.8
Trainable Mental Retardation	2.1	6.3	8.5
Total	13.4	86.6	100.0

* Results are based on a total of 142 responding special education teachers who plan to leave their current position within three years.

EXHIBIT 6.53B1

1992-93 Comprehensive Study: Special Education Teachers Who Plan To Stay in and/or Leave Their Current Positions Within Three Years, by Teaching Assignment

Teaching Assignment	Do you plan to be in your current position in 3 years? Yes, Plan to Stay %*	No, I'm retiring %*	No, Not retiring %*	Total %*
Blind/Visual Impairments	2.0	0.2	0.7	2.8
Deaf/Hearing Impairments	4.1	0.0.	1.1	5.2
Educable Mental Retardation	6.3	0.7	3.7	10.7
Emotional Disturbances	1.7	0.2	0.9	2.8
Homebound/Hospitalized	1.1	0.0	0.0	1.1
Intellectually Gifted	6.6	0.4	1.1	8.1
Learning Disabilities	23.6	1.7	15.1	40.4
Multiple Disabilities	3.3	0.0	1.5	4.8
Physical Disabilities	1.7	0.2	0.9	2.8
Speech Impairments	6.1	0.0	1.5	7.6
Severe Behavior/Communication Disorders (Autism)	1.5	0.0	0.9	2.4
Trainable Mental Retardation	6.3	0.7	2.2	9.2
Other	0.2	0.0	0.0	0.2
Total	65.1	4.1	30.8	100.0

* Results are based on a total of 458 responding special education teachers.

EXHIBIT 6.53B2

1992-93 Comprehensive Study: Special Education Teachers Who Plan To Stay in and Leave Their Current Positions Within Three Years, by Teaching Assignment

		Do you plan to be in your current position in 3 years?			
Teaching Assignment	Responses	Yes, Plan to Stay %*	No, I'm retiring %*	No, Not retiring %*	Total %*
Blind/Visual Impairments	13	69.2	7.7	23.1	100.0
Deaf/Hearing Impairments	24	79.2	0.0	20.8	100.0
Educable Mental Retardation	48	60.4	6.3	33.3	100.0
Emotional Disturbances	13	61.5	7.7	30.8	100.0
Homebound/Hospitalized	5	100.0	0.0	0.0	100.0
Intellectually Gifted	37	81.1	5.4	13.5	100.0
Learning Disabilities	179	60.3	4.5	35.2	100.0
Multiple Disabilities	22	68.2	0.0	31.8	100.0
Physical Disabilities	13	61.5	7.7	30.8	100.0
Speech Impairments	33	84.8	0.0	15.2	100.0
Severe Behavior/Communication Disorders (Autism)	11	63.6	0.0	36.4	100.0
Trainable Mental Retardation	41	70.7	7.3	22.0	100.0
Other	9	33.3	0.0	66.7	100.0
Total	448	67.0	4.0	29.0	100.0

* Results are based on total responses for each row.

EXHIBIT 6.54

1991-92 Comprehensive Study: Important Reasons Why General Education Teachers Plan to Leave Their Current Positions Within Three Years

(Results Are Based on a Weighted Total of 1,528 Teachers)

	Top Three Reasons*		First Reason		Second Reason		Third Reason	
Reasons for Leaving	%	(SE)	%	(SE)	%	(SE)	%	(SE)
Family or personal move	13.6	(3.4)	6.9	(2.3)	3.8	(2.0)	2.9	(1.7)
Pregnancy/child rearing.	7.3	(2.7)	4.6	(2.4)	2.0	(1.2)	0.8	(0.8)
Health.	10.7	(4.2)	1.8	(1.8)	7.8	(3.9)	1.1	(0.9)
To retire.	20.7	(5.4)	16.4	(4.9)	0.0	(0.0)	4.3	(3.0)
To pursue another education-related career.	44.4	(6.1)	27.2	(5.8)	8.9	(3.5)	8.4	(3.6)
To pursue a career outside of education.	16.2	(4.5)	3.2	(2.0)	0.8	(0.6)	12.2	(4.1)
For an even better teaching assignment.	47.2	(6.1)	14.6	(4.0)	27.2	(5.7)	6.9	(3.5)
For better salary or benefits.	21.5	(5.1)	1.2	(0.9)	8.8	(3.8)	11.5	(3.9)
Dissatisfied with assignment.	30.0	(5.5)	14.8	(4.2)	7.3	(2.9)	8.2	(3.4)
Dissatisfied with teaching as a career.	9.9	(3.3)	2.2	(1.5)	3.8	(2.1)	4.0	(2.2)
To take sabbatical or other break from teaching	3.8	(2.1)	0.0	(0.0)	1.9	(1.6)	1.8	(1.4)
Other	11.7	(3.5)	6.6	(2.9)	3.3	(1.7)	1.8	(1.5)
Nonresponse	0.5	(0.5)	0.5	(0.5)	24.5	(5.1)	36.2	(5.9)
Totals	–	–	100.0		100.0		100.0	

* The percentages in this column total more than 100 because of multiple responses.

EXHIBIT 6.55

1991-92 Comprehensive Study: Important Reasons Why Special Education Teachers Plan to Leave Their Current Positions Within Three Years

(Results Are Based on a Total of 154 Respondents)

Reasons for Leaving	Given as Reason N	First Reason* %	Second Reason* %	Third Reason* %
Family or personal move.	25	52.0	32.0	16.0
Pregnancy/child rearing.	11	36.4	45.5	18.2
Health.	15	20.0	46.7	33.3
To retire.	19	84.2	0.0	15.8
To pursue another education-related career.	50	49.0	29.4	19.6
To pursue a career outside of education.	24	33.3	29.2	37.5
For better salary or benefits.	29	23.3	56.7	16.7
For an even better teaching assignment.	60	36.7	40.0	23.3
Dissatisfied with assignment.	73	49.3	30.1	20.5
Dissatisfied with teaching as a career.	16	6.3	18.8	75.0
Sabbatical or other break from teaching	13	30.8	23.1	46.2
Other	21	42.9	19.0	38.1
Gave no reason	6			

* Percentages in these columns are based on row totals (N's).

EXHIBIT 6.55A

1991-92 Comprehensive Study: Important Reasons Why Special Education Teachers Plan to Leave Their Current Positions Within Three Years (Results Are Based on a Total of 154 Respondents)

Reasons for Leaving	Given as Reason %	First Reason %	Second Reason %	Third Reason %
Family or personal move.	16.2	8.4	5.2	2.6
Pregnancy/child rearing.	7.1	2.6	3.2	1.3
Health.	9.7	1.9	4.5	3.2
To retire.	12.3	10.4	0.0	1.9
To pursue another education-related career.	33.1	16.9	9.7	7.1
To pursue a career outside of education.	15.6	5.2	4.5	5.8
For better salary or benefits.	19.5	5.2	11.7	3.2
For an even better teaching assignment.	39.0	14.3	15.6	9.1
Dissatisfied with assignment.	47.4	23.4	14.3	9.7
Dissatisfied with teaching as a career.	10.4	0.6	1.9	7.8
Sabbatical or other break from teaching	8.4	2.6	1.9	3.9
Other	12.3	4.5	2.6	5.2
Nonresponse		3.9	24.7	39.0
Totals		100.0	100.0	100.0

EXHIBIT 6.56A

1992-93 Comprehensive Study: Areas of Dissatisfaction With MCS Teaching Expressed by Special and General Education Teachers Who Plan to Leave Their Positions Within 3 Years

	Spec Ed Teachers (Total=458)		Gen Ed Teachers (Total=4,989)	
Areas of Dissatisfaction	Important Areas %*	Most Important Area %*	Important Areas % (SE)*	Most Important Area % (SE)*
Do not plan to leave, or did not give dissatisfaction as a reason for leaving.	80.6	80.6	85.3 (2.4)	86.3 (2.3)
Lack of opportunity for professional advancement.	2.4	0.2	1.2 (0.8)	0.0 (0.0)
Inadequate support from central administration.	4.1	0.2	3.2 (1.1)	0.0 (0.0)
Inadequate support from principal(s).	5.7	1.5	4.9 (1.5)	2.1 (1.0)
Lack of adequate support staff (e.g., aides, clerical assistants).	7.4	0.9	3.3 (1.2)	0.1 (0.1)
Inadequate facilities or classrooms.	3.9	0.2	2.9 (1.1)	0.0 (0.0)
Unsafe working environment.	3.5	0.4	3.8 (1.2)	0.2 (0.1)
Lack of influence over school/district policies and practices.	2.6	0.2	1.8 (0.8)	0.2 (0.2)
Lack of control over classroom decisions.	2.0	0.0	2.5 (1.1)	0.0 (0.0)
Inappropriate placement of students with disabilities.	7.2	1.1	1.6 (0.9)	0.0 (0.0)
Inadequate program design or curriculum.	4.8	0.4	3.0 (1.2)	0.5 (0.3)
Lack of professional competence of colleagues.	1.7	0.4	2.1 (1.0)	0.0 (0.0)
Poor student attendance or motivation to learn.	5.5	0.0	4.0 (1.0)	0.6 (0.5)
Lack of student progress.	1.3	0.0	3.2 (1.2)	0.8 (0.8)

(continued)

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Exhibit 6.56A (continued)

	Spec Ed Teachers (Total=458)		Gen Ed Teachers (Total=4,989)	
Areas of Dissatisfaction	Important Areas %*	Most Important Area %*	Important Areas % (SE)*	Most Important Area % (SE)*
Lack of sense of accomplishment.	3.9	0.9	3.0 (1.1)	0.2 (0.2)
Demands of working with special education students.	5.0	0.2	0.1 (0.1)	0.0 (0.0)
Class size/case load too large.	9.2	2.6	4.2 (1.4)	0.0 (0.0)
Student discipline problems.	6.1	0.2	7.4 (1.7)	2.2 (0.9)
Problems with other teachers.	1.1	0.2	0.5 (0.5)	0.0 (0.0)
Too much paperwork.	10.0	2.2	5.4 (1.6)	0.0 (0.0)
Too many nonteaching responsibilities.	3.7	0.2	4.2 (1.4)	1.5 (0.9)
Monotony/routine of job.	1.7	0.0	0.0 (0.0)	0.0 (0.0)
Poor salary and fringe benefits.	3.7	0.9	0.6 (0.5)	0.0 (0.0)
Lack of challenge/opportunities for growth.	1.5	0.0	1.9 (0.9)	0.0 (0.0)
Lack of appreciation/respect.	4.8	0.0	4.9 (1.4)	0.1 (0.1)
Problems with parents.	0.0	0.0	1.9 (0.8)	0.0 (0.0)
Stress associated with teaching.	8.3	1.1	6.1 (1.5)	1.3 (0.6)
Inadequate teaching materials/supplies	0.2	0.0	0.0 (0.0)	0.0 (0.0)
Prefer working with younger students	0.4	0.0	0.0 (0.0)	0.0 (0.0)
Other (not dissatisfaction).	3.7	1.5	1.0 (0.3)	0.3 (0.2)
Nonresponse.	2.2	3.7	3.8 (1.4)	3.8 (1.4)

* The percentages reported in these columns may total more than 100 because of multiple responses.

EXHIBIT 6.56B

Comparison of 1991-92 Comprehensive Study Special and General Education Teachers Who Plan to Leave Their Current Positions Within 3 Years by the Number of Areas of Dissatisfaction They Have With The MCS

Number of Areas of Dissatisfaction*	Spec Ed Teachers %	Gen Ed Teachers %	(SE)
None	45.5	60.1	(5.8)
One	0.6	2.1	(0.9)
Two	3.9	0.0	(0.0)
Three	5.8	4.5	(2.5)
Four	3.2	2.9	(2.5)
Five	3.9	7.5	(2.6)
Six	6.5	0.8	(0.6)
Seven	4.5	4.1	(1.9)
Eight	9.1	5.7	(3.1)
Nine	3.2	0.4	(0.4)
Ten	3.2	0.4	(0.4)
Eleven	2.6	0.0	(0.0)
Twelve	1.3	1.4	(1.4)
Thirteen	1.3	1.3	(0.9)
Fourteen	0.6	3.8	(2.8)
Fifteen	0.6	0.0	(0.0)
Sixteen	0.0	0.8	(0.8)
Seventeen	0.0	0.0	(0.0)
Eighteen	0.0	0.3	(0.3)
Nonresponse	3.9	3.5	(2.1)
Total	99.7	99.6	

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* Percentages are based on a total of 151 responding special education teachers and a weighted total of 1528 responding general education teachers.

EXHIBIT 6.57

1992-93 Comprehensive Study: What Special and General Education Teachers Plan to be Doing in Three Years

What Teachers Plan to be Doing in Three Years*	Spec Ed Teachers %	Gen Ed Teacher %	(SE)
Not employed full-time outside the home or not a full-time student.	6.5	6.4	(1.7)
Employed in my current position.	66.2	69.7	(3.2)
Teaching special education in another school district.	3.4	0.1	(0.1)
Teaching special education in another school in Memphis	7.6	0.0	(0.0)
Teaching general education in Memphis.	3.1	5.1	(1.4)
Teaching general education in another school district.	0.4	4.3	(1.2)
Employed as an administrator in education.	3.6	5.5	(1.8)
Employed in education, but in a nonteaching job (other than an administrator).	2.9	2.8	(1.2)
Employed outside of education.	2.0	1.9	(0.8)
Pursuing a graduate degree full time in special education.	0.4	0.0	(0.0)
Pursuing a graduate degree full time in education, but not in special education.	0.7	0.3	(0.2)
Pursuing a graduate degree full time in non-education field.	0.9	1.4	(0.9)
Other.	2.2	2.5	(1.0)

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* Percentages are based on a total of 447 responding special education teachers and a weighted total of 4,772 responding general education teachers.

EXHIBIT 6.58

1991-92 Comprehensive Study: Important Reasons Why General Education Teachers Plan to Stay in Their Current Positions Over the Next Three Years

Reasons for Staying	First Reason % (SE)*	Second Reason % (SE)*	Third Reason % (SE)*	Top Three Reasons* % (SE)**
Income and benefits.	18.0 (3.1)	7.4 (2.2)	8.5 (2.3)	33.9 (3.9)
School administrative support.	7.9 (2.2)	9.9 (2.7)	2.8 (1.4)	20.7 (3.5)
Central administrative support.	0.0 (0.0)	0.6 (0.6)	0.5 (0.5)	1.1 (0.8)
Colleague support.	0.5 (0.5)	3.2 (1.5)	5.9 (2.1)	9.5 (2.5)
Parent support.	0.6 (0.6)	1.4 (1.2)	1.8 (1.3)	3.7 (1.8)
School location.	2.2 (1.2)	1.2 (0.8)	3.2 (1.6)	6.6 (2.2)
Job flexibility.	3.3 (1.7)	0.2 (0.2)	1.1 (0.8)	4.6 (1.8)
Job schedule (hours, vacations).	2.9 (1.3)	12.6 (2.7)	15.2 (3.3)	30.7 (4.0)
Opportunities to pursue outside interests.	0.6 (0.3)	0.1 (0.1)	2.5 (1.4)	3.2 (1.4)
Satisfaction of work with students.	23.7 (3.7)	16.7 (3.2)	10.2 (2.6)	50.6 (4.3)
Feel competent/successful.	15.4 (3.2)	16.3 (3.2)	7.8 (2.3)	39.6 (4.2)
Job security.	7.6 (2.4)	10.2 (2.6)	7.2 (2.2)	24.9 (3.8)
Opportunities for growth/challenge.	4.4 (1.7)	3.0 (1.5)	4.8 (1.7)	12.2 (2.7)
Recognition by others.	0.0 (0.0)	0.0 (0.0)	0.6 (0.6)	0.6 (0.6)
Position compatible with family considerations/responsibilities.	7.2 (2.1)	7.1 (2.3)	9.6 (2.5)	24.0 (3.6)
Limited career opportunities outside of teaching.	1.6 (1.0)	0.8 (0.6)	2.4 (1.2)	4.7 (1.7)
Other.	3.7 (1.6)	0.9 (0.5)	1.6 (1.2)	6.3 (2.1)
Nonresponse.	0.6 (0.3)	8.2 (2.2)	14.3 (2.9)	0.6 (0.3)
Total	100.0	100.0	100.0	–

* Percentages are based on a weighted total of 3,328 responding general education teachers.

** The percentages in this column total more than 100 because of multiple responses.

EXHIBIT 6.59

1991-92 Comprehensive Study: Important Reasons Why Special Education Teachers Plan to Stay in Their Current Positions Over the Next Three Years

Reasons for Staying	First Reason[1] %	Second Reason[2] %	Third Reason[3] %	Top Three Reasons[4] %
Income and benefits.	17.1	12.4	10.4	39.9
School administrative support.	5.4	6.0	4.7	16.1
Central administrative support.	0.0	2.0	1.3	3.4
Colleague support.	1.0	3.0	3.0	7.0
Parent support.	0.0	1.3	0.7	2.0
School location.	0.7	5.0	4.0	9.7
Job flexibility.	2.7	1.7	3.7	8.1
Job schedule (hours, vacations).	7.4	14.1	9.4	30.9
Opportunities to pursue outside interests.	0.3	1.0	1.0	2.3
Satisfaction of work with students.	28.2	13.8	10.4	52.3
Feel competent/successful.	7.7	13.8	9.4	30.9
Job security.	6.0	4.7	11.7	22.5
Opportunities for growth/challenge.	2.0	2.0	4.0	8.1
Recognition by others.	0.3	0.3	0.3	1.0
Position compatible with family considerations/responsibilities.	9.1	7.7	6.4	23.2
Limited career opportunities outside of teaching.	2.7	1.3	3.4	7.4
Other.	7.0	0.0	1.3	8.4
Nonresponse.	2.3	9.7	14.8	2.0
Totals.	100.0	100.0	100.0	–

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[1] Percentages are based on a total of 292 responding special education teachers.

[2] Percentages are based on a total of 269 responding special education teachers.

[3] Percentages are based on a total of 254 responding special education teachers.

[4] Percentages total more than 100 because of multiple responses.

EXHIBIT 6.60

1992-93 Comprehensive Study: Responding Special and General Education Teachers' Perceptions About Their Non-Teaching Opportunities

		Agree		Tend to Agree		Tend to Disagree		Disagree			(SE) or SD
	Responses	%	(SE)	%	(SE)	%	(SE)	%	(SE)	Mean	
General Education Teachers**											
It would be difficult for me to find a non-teaching job with comparable salary and benefits.	4753	28.0	(3.2)	32.4	(3.3)	20.3	(2.9)	19.3	(2.8)	2.7	(0.1)
I am afraid of what might happen if I quit teaching without having another job lined up.	4718	33.0	(3.3)	25.7	(3.0)	18.8	(2.8)	22.5	(3.0)	2.7*	(0.1)
I have too much at stake financially to leave teaching.	4799	32.2	(3.2)	27.1	(3.1)	20.5	(2.9)	20.1	(2.8)	2.7	(0.1)
Overall score	4834									2.7	(0.1)
Special Education Teachers											
It would be difficult for me to find a non-teaching job with comparable salary and benefits.	452	32.5	(NA)	35.8	(NA)	18.6	(NA)	13.1	(NA)	2.9	1.0
I am afraid of what might happen if I quit teaching without having another job lined up.	448	41.7	(NA)	29.2	(NA)	15.2	(NA)	13.8	(NA)	3.0*	1.1
I have too much at stake financially to leave teaching.	449	34.1	(NA)	33.6	(NA)	19.2	(NA)	13.1	(NA)	2.9	1.0
Overall score	453									2.9	0.9

* Significant differences between general and special educators, p<.01.

** Results are based on weighted totals.

Exhibit 6.61

Descriptive Statistics for Commitment and Intent Variables For Special and General Education Teachers

Commitment/Intent Variables By Teaching Groups	N	Mean	SD	Correlation Coeficients				
				Commitment To:			Intent To Stay:	
				Tching	Field	MCS	Indef	3 Years
Professional Qualifications:								
Education								
Spec Ed Teachers	445	1.68	.61	-.15	-.10	-.05	-.16	.02
Gen Ed Teachers	4859	1.65	.04	.04	.01	.07	.01	-.00
Preparedness								
Spec Ed Teachers	445	3.27	.88	.08	.21	.18	-.06	.12
Gen Ed Teachers	4886	3.47	.05	.13	.16	.28	-.03	.11
Experience								
Spec Ed Teachers	449	15.03	8.0	-.08	.04	.070	-.01	.08
Gen Ed Teachers	4803	16.74	.62	.04	.06	.120	.01	.01
Initial Plans To Stay								
Spec Ed Teachers	418	2.36	.80	.24	.09	.12	.17	.06
Gen Ed Teachers	4573	2.36	.06	.21	.16	.13	.15	.06

(Continued)

Exhibit 6.61 (continued)

				Correlation Coeficients				
				Commitment To:			Intent To Stay:	
Commitment/Intent Variables By Teaching Groups	**N**	**Mean**	**SD**	**Tching**	**Field**	**MCS**	**Indef**	**3 Years**
Work Conditions:								
School Satisfaction								
Spec Ed Teachers	403	2.86	.72	.33	.40	.46	.20	.36
Gen Ed Teachers	4625	2.82	.05	.32	.37	.51	.27	.43
Principal Support								
Spec Ed Teachers	413	3.10	.75	.32	.24	.39	.20	.24
Gen Ed Teachers	4586	3.18	.06	.34	.36	.50	.23	.38
Supervisor Support								
Spec Ed Teachers	342	3.13	.78	.23	.34	.43	.12	.20
Gen Ed Teachers	2268	2.93	.09	.24	.27	.30	.10	.15
Colleague Support								
Spec Ed Teachers	427	3.02	.53	.19	.21	.35	.15	.16
Gen Ed Teachers	4687	3.21	.03	.31	.38	.41	.12	.28
Special Ed Climate								
Spec Ed Teachers	408	2.45	.67	.14	.17	.29	.06	.15
Gen Ed Teachers	4783	2.96	.04	.18	.17	.36	.15	.07
Input in Decisions								
Spec Ed Teachers	414	3.13	.54	.25	.25	.34	.08	.20
Gen Ed Teachers	4745	3.20	.04	.24	.25	.37	.09	.29

(Continued)

Exhibit 6.61 (continued)

				Correlation Coeficients				
				Commitment To:			Intent To Stay:	
Commitment/Intent Variables By Teaching Groups	N	Mean	SD	Tching	Field	MCS	Indef	3 Years
Students								
Spec Ed Teachers	420	3.22	.57	.25	.35	.29	.14	.22
Gen Ed Teachers	4790	3.16	.04	.26	.28	.41	.28	.36
Parents								
Spec Ed Teachers	432	2.79	.62	.24	.26	.27	.14	.11
Gen Ed Teachers	4862	2.83	.04	.32	.23	.40	.23	.25
Resources								
Spec Ed Teachers	427	2.89	.80	.33	.31	.38	.08	.20
Gen Ed Teachers	4724	3.31	.05	.09	.21	.14	.06	.20
Workload								
Spec Ed Teachers	443	2.50	.90	.24	.29	.23	.17	.12
Gen Ed Teachers	4756	2.57	.06	.07	.17	.15	.00	.18
Teachload								
Spec Ed Teachers	431	2.63	.94	.30	.37	.22	.16	.18
Gen Ed Teachers	4711	2.91	.06	.14	.22	.12	.12	.25
Profdev								
Spec Ed Teachers	434	2.71	.69	.31	.30	.44	.15	.15
Gen Ed Teachers	4725	2.93	.05	.36	.38	.51	.23	.19

(Continued)

Exhibit 6.61 (continued)

				Correlation Coeficients				
				Commitment To:			**Intent To Stay:**	
Commitment/Intent Variables By Teaching Groups	**N**	**Mean**	**SD**	**Tching**	**Field**	**MCS**	**Indef**	**3 Years**
Class Size								
Spec Ed Teachers	436	10.82	4.7	-.13	-.17	-.05	-.11	-.17
Gen Ed Teachers	4935	24.43	.35	-.02	.00	.05	-.05	.01
# Students								
Spec Ed Teachers	453	30.84	24.82	-.08	-.07	-.06	-.12	-.00
Gen Ed Teachers	4798	89.49	6.86	-.12	-.06	-.12	-.02	-.03
Workhours								
Spec Ed Teachers	423	10.35	8.90	-.01	-.01	.03	.04	-.07
Gen Ed Teachers	4731	13.61	.70	-.03	.00	.01	-.07	-.12
Aidehours								
Spec Ed Teachers	170	20.59	13.87	.06	.11	.04	-.09	.02
Gen Ed Teachers	2307	7.80	77	-.01	.08	-.04	.05	.15
Work Rewards:								
Job Satisfaction								
Spec Ed Teachers	440	3.00	.93	.47	.56	.54	.34	.46
Gen Ed Teachers	4899	3.17	.05	.37	.43	.57	.32	.43
Stress								
Spec Ed Teachers	441	2.42	.86	-.38	-.39	-.46	-.22	-.30
Gen Ed Teachers	4877	2.29	.06	-.22	-.27	-.41	-.20	-.31

(Continued)

Exhibit 6.61 (continued)

				Correlation Coeficients				
				Commitment To:			Intent To Stay:	
Commitment/Intent Variables By Teaching Groups	N	Mean	SD	Tching	Field	MCS	Indef	3 Years
Efficacy								
Spec Ed Teachers	424	3.12	.52	.31	.34	.31	.16	.18
Gen Ed Teachers	4736	3.13	.04	.30	.30	.42	.27	.19
Student Progress								
Spec Ed Teachers	403	76.54	21.51	.21	.27	.17	.12	.13
Gen Ed Teachers	4717	77.36	1.24	.24	.21	.32	.26	.19
Salary/Benefits								
Spec Ed Teachers	435	2.88	.77	.34	.19	.28	.21	.10
Gen Ed Teachers	4766	2.84	.05	.31	.11	.21	.19	.07
Ancillary								
Spec Ed Teachers	440	3.41	.57	.01	.05	.10	-.07	.18
Gen Ed Teachers	4862	3.36	.03	-.02	.02	.11	.01	.17
Employability:								
Spec Ed Teachers	447	2.91	.88	-.11	-.12	-.00	-.01	.03
Gen Ed Teachers	4695	2.69	.07	-.26	-.12	-.20	-.11	.09
Personal:								
Age								
Spec Ed Teachers	450	42.13	9.12	-.01	.09	.15	.06	.10
Gen Ed Teachers	4973	44.29	.65	.09	.07	.19	.08	-.01

(Continued)

Exhibit 6.61 (continued)

				Correlation Coeficients				
				Commitment To:			Intent To Stay:	
Commitment/Intent Variables By Teaching Groups	**N**	**Mean**	**SD**	**Tching**	**Field**	**MCS**	**Indef**	**3 Years**
Race								
Spec Ed Teachers	449	1.64	.48	-.04	-.03	-.41	.01	-.04
Gen Ed Teachers	4921	1.49	.00	-.08	-.12	-.43	-.04	-.03
Gender								
Spec Ed Teachers	450	1.07	.26	-.04	-.07	-.02	-.05	-.06
Gen Ed Teachers	4973	1.20	.02	-.14	.00	-.04	.01	-.04
Marital - Married								
Spec Ed Teachers	456	.63	.48	.08	.03	.03	-.06	.09
Gen Ed Teachers	4976	.66	.03	.12	.01	.01	.14	.02
Spouse								
Spec Ed Teachers	283	.90	.30	.04	.11	-.07	.02	.06
Gen Ed Teachers	3262	.88	.03	.07	.27	.04	.18	.14
Othdep								
Spec Ed Teachers	454	.53	.50	-.03	-.13	.03	-.10	-.01
Gen Ed Teachers	4930	.55	.03	.00	-.05	.07	-.02	.17
Dependents (2)								
Spec Ed Teachers	238	10.45	8.32	-.06	.06	.02	-.03	.01
Gen Ed Teachers	2617	12.18	.62	-.05	-.10	.04	.00	.03

(Continued)

Exhibit 6.61 (continued)

				Correlation Coeficients				
				Commitment To:			Intent To Stay:	
Commitment/Intent Variables By Teaching Groups	N	Mean	SD	Tching	Field	MCS	Indef	3 Years
% Income								
Spec Ed Teachers	428	66.18	28.45	-.09	-.03	-.00	.01	-.08
Gen Ed Teachers	4649	67.90	1.93	.03	.05	.10	-.14	.08
MCS Native								
Spec Ed Teachers	455	.56	.50	-.02	.01	.01	-.07	.10
Gen Ed Teachers	4989	.55	.03	-.05	-.05	.07	-.19	-.02
Moonlighting								
Spec Ed Teachers	456	.20	.40	-.07	-.04	-.10	-.06	-.10
Gen Ed Teachers	4978	.14	.02	-.04	-.02	-.15	-.08	-.07
Summer Work								
Spec Ed Teachers	455	.29	.45	-.07	-.09	-.08	-.09	-.05
Gen Ed Teachers	4957	.23	.03	-.16	-.18	-.21	-.10	-.17
Total Income								
Spec Ed Teachers	433	8.21	2.32	.02	.03	.01	-.09	.11
Gen Ed Teachers	4643	8.30	.15	.08	.07	.02	.09	.13

Exhibit 6.62

Pressing Problems Reported by Special and General Educators (Percentages Are Based on 458 Responding Special Educators and a Weighted Total of 4989 General Educators)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
General	4.4	4.4 (1.4)
Poor working conditions	0.2	0.0 (0.0)
Lack of funds for education	1.1	1.1 (0.7)
Safety concerns	3.1	3.3 (1.3)
Administrators	10.7	12.0 (2.4)
Lack of support-general	2.6	2.1 (1.1)
Lack of support-principal	1.7	0.6 (0.6)
Lack of support-central supervisors	1.3	1.2 (0.9)
Lack of leadership	0 .0	0.9 (0.6)
Incompetent/ineffective administrators	2.0	3.7 (1.3)
Administrators don't care about students	0.2	0.0 (0.0)
Lack of leadership with discipline	1.1	1.6 (0.8)
Lack of leadership with academic programs	0 .2	0.6 (0.6)
Administrator not knowledgeable about special ed	1.3	0.0 (0.0)
Problems with administrator(s)-other	1.7	2.1 (1.0)
Colleagues	7.9	6.0 (1.6)
Lack of support	0 .4	0 .3 (0.2)
Lack of cooperation/teamwork	0.7	0.4 (0.4)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Few opportunities for collaboration/cooperation	0.4	1.0 (0.8)
Not knowledgeable about special education	2.4	0.0 (0.0)
Incompetence	2.0	2.1 (1.1)
Low morale among teachers	1.5	0.9 (0.6)
Teachers not motivated/committed	0.2	0.4 (0.2)
Colleagues who should retire	0.2	0.0 (0.0)
Teachers don't care about students	0.0	0.1 (0.1)
Problems with colleagues--other	4.0	0.9 (0.6)
Curriculum and Instruction	5.9	7.5 (1.7)
Lack of flexibility to teach to needs of students	0.4	1.7 (1.0)
Rigid teaching schedule	0.0	0.5 (0.5)
Too much to teach/lack of time for curriculum	0.2	1.1 (0.5)
Curriculum not developmentally appropriate	0.2	2.7 (1.0)
Lack of flexibility in curriculum	0.2	0.6 (0.4)
Lack of sequential curriculum	0.2	0.0 (0.0)
Curriculum not coordinated	0.4	0.8 (0.8)
Lack of curriculum/guidelines	1.7	0.0 (0.0)
Lack of alternatives for secondary students	0.4	0.0 (0.0)
Lack of vocational opportunities	0.9	0.0 (0.0)
Curriculum/instruction problems--other	1.7	1.4 (0.7)
Facilities/Classrooms	8.7	6.0 (1.7)
Poor facilities	0.9	2.0 (1.0)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Facility overcrowded	0.4	0.7 (0.5)
Facility not safe	0.0	1.0 (0.8)
No air conditioning	0.4	1.4 (0.9)
No science lab	0.0	0.1 (0.1)
Dirty facilities	0.4	0.0 (0.0)
General facility problems--other	0.2	0.0 (0.0)
Do not have classroom/space to work	1.5	0.4 (0.4)
Space not adequate/too small/too open	2.8	0.3 (0.3)
Space not appropriate	0.7	0.8 (0.8)
Space overcrowded	0.2	0.0 (0.0)
Have to share space	0.9	0.0 (0.0)
Lack of hot running water	0.4	0.0 (0.0)
Classroom facility problems--other	0.7	0.0 (0.0)
Parents	12.4	19.0 (2.8)
Lack of parent involvement	9.0	10.0 (2.0)
Lack of parent support	2.2	4.9 (1.4)
Parent apathy	0.2	2.2 (1.1)
Parents have unrealistic expectations	0.2	0.7 (0.5)
Lack of parent training	0.4	1.4 (1.0)
Send sick children to school	0.4	0.0 (0.0)
Parent problems--other	0.9	0.6 (0.6)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Personnel issues/policies	1.5	3.0 (1.2)
Desire transfer to another school	0.2	0.3 (0.2)
Desire transfer to different type of assignment	0.7	0.4 (0.4)
Problems with teacher transfer policies	0.7	0.1 (0.1)
Personnel issue/policy problems--other	0.2	2.2 (1.1)
Policies	0.9	3.0 (1.0)
Problems with busing students	0.0	0.9 (0.6)
Lack of discipline policies	1.3	1.3 (0.7)
Problems with grading policies	0.0	0.1 (0.1)
Problems with policies--other	0.7	0.9 (0.6)
Professionalism	6.3	4.3 (1.5)
Lack of opportunities to attend conferences	0.9	0.0 (0.0)
Lack of opportunity to learn new skills	1.1	0.5 (0.5)
Lack of respect for teachers from public/community	1.5	0.2 (0.2)
Lack of appreciation for teachers	0.4	0.0 (0.0)
Lack of teacher input in decisions	0.9	1.6 (0.9)
Lack of graduate opportunities	0.2	1.0 (0.8)
Should grandfather in speech/lang	0.7	0.0 (0.0)
Lack of opportunities for professional advancement	0.7	1.3 (0.8)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Racial problems	1.1	1.7 (1.1)
Among teachers	0.2	0.0 (0.0
Among administrators	0.2	0.0 (0.0)
Racial problems-other	0.9	1.1 (1.1)
Resources	29.0	12.1 (2.2)
Lack of computers	1.7	0.7 (0.5)
Lack of appropriate materials	2.0	0.4 (0.2)
Lack of materials	11.0	3.4 (1.3)
Lack of supplies	5.2	2.6 (0.7)
Lack of textbooks	1.1	0.5 (0.5)
Lack of rubber gloves, masks, etc..	0.4	0.0 (0.0)
Lack of access to copy machine	0.4	0.3 (0.3)
Lack of access to telephones	0.2	0.3 (3.0)
Lack of support services-e.g., guidance	1.1	0.8 (0.6)
Lack of O.T., P.T. services	0.7	0.0 (0.0)
Lack of support services problems--other	0.4	0.0 (0.0)
Lack of teachers	0.4	0.7 (0.5)
Lack of support services-music, art	0.2	0.5 (0.3)
Lack of clerical help	0.0	0.4 (0.4)
Lack of aides/assistants	8.3	3.2 (1.2)
Lack of resources--other	1.7	0.8 (0.5)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Responsibilities	56.6	37.1 (3.3)
Caseload too big (too many students)	28.4	16.7 (2.6)
Too much student diversity in caseload	7.4	1.0 (0.6)
Too much to do/unrealistic expectations	1.3	0.5 (0.4)
Not enough time to teach/individualize instruction	1.1	0.9 (0.5)
Lack of planning time	6.1	11.0 (2.1)
Problems with paperwork	34.9	11.7 (2.2)
IEP process too complex	0.2	0.0 (0.0)
Too many nonteaching duties	1.1	1.5 (0.8)
Too many M-team responsibilities	0.9	0.0 (0.0)
Responsibilities not clear	0.4	0.0 (0.0)
Too many meetings	0.0	1.2 (0.9)
Extracurricular responsibilities	0.0	0.5 (0.4)
Hard to work in more than one school	0.9	0.0 (0.0)
Responsibilities problems--other	1.5	1.3 (0.9)
Salary/Benefits	5.9	8.0 (2.0)
Salary inequitable	0.0	0.2 (0.1)
Salary too low	5.2	5.7 (1.6)
Not paid for overtime	0.0	0.2 (0.2)
Poor benefits	0.9	2.9 (1.4)
Medical deductions too high	0.0	0.8 (.8)
Salary/benefits problems--other	0.4	0.4 (0.4)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Special Education	7.6	1.0 (0.4)
Multicategorical classes	1.1	0.0 (0.0)
Mixing ED students with other disabilities	0.7	0.0 (0.0)
Problem getting students into special education	0.0	0.5 (0.3)
Dealing with special education students	0.2	0.2 (0.2)
Lack of inclusions opportunities	0.7	0.0 (0.0)
Negative attitudes toward special education	0.9	0.0 (0.0)
Scheduling around regular classroom schedule	0.2	0.0 (0.0)
Special education not a priority	0.2	0.0 (0.0)
Lack of appropriate related services once eligible	0.2	0.0 (0.0)
Problems with special education records	0.7	0.0 (0.0)
Special education problems--other	3.3	0.1 (0.1)
Students	25.0	48.0 (3.3)
Not motivated (inattentive/apathetic)	4.0	13.0 (2.2)
Attendance problems	3.0	15.3 (1.4)
Discipline problems/disruptive	11.6	30.0 (3.0)
Lack of respect from students	0.9	1.2 (0.6)
Violent/aggressive students	3.3	5.0 (1.5)
Students with weapons	0.2	1.3 (0.8)
Learning problems/at-risk students	0.0	13.0 (1.1)
Students inappropriately placed in my classes	7.0	0.6 (0.4)
Students inadequately prepared for my class	0.4	3.1 (1.2)

(continued)

Exhibit 6.62 (continued)

Reported Problems	Spec Ed Teachers %	Gen Ed Teachers % (SE)
Students with low self esteem	0.2	0.7 (0.5)
Student problems-other	1.7	4.3 (1.3)
Testing	0.0	1.0 (0.3)
Too much emphasis on testing	0.0	0.5 (0.3)
Miscellaneous	4.4	7.0 (1.8)
Not codable	0.4	2.0 (0.8)
No problems experienced	0.0	1.0 (0.8)

Chapter 7

Summary, Discussion, and Implications: Major Findings Across the Survey Studies

In this chapter, we summarize and synthesize the major research findings of the survey studies that were discussed in Chapters 2 through 6 and we suggest their implications for strategic planning. This summary is presented as four topics. First, in Section I we provide a brief overview of the purpose and procedures of this research conducted in the MCS. Second, in Section II we summarize the major research findings of the MCS studies. Third, in Section III we expand the conceptual model presented in Chapter 1, highlighting salient findings across studies. Fourth, in Section IV we present the implications of our findings for improving the retention and commitment of special education teachers in the MCS. These implications should also be useful to other school districts with similar problems. The methodology and results of the strategic planning component are presented in Chapter 8, the next and final chapter in this report.

I. PURPOSE AND PROCEDURES

From October 1991 to December 1994, the Research Triangle Institute (RTI) has collaborated with the Virginia Polytechnic Institute and State University, Memphis State University, the National Comprehensive System of Personnel Development/Collaboration Institute, and the MCS to conduct a three-year study to improve the retention of special education teachers in the MCS. Specifically, the purposes of this study were to (a) describe and understand the broad range of forces that are contributing to the attrition rate of special education teachers in the MCS, and (b) assist the MCS in using the resulting findings to develop a five-year strategic action plan to maximize the retention of special education teachers.

The study had a survey research component and a strategic planning component. With the guidance of a local Advisory/Planning Panel, the survey research component was conducted in years one and two, and the strategic planning was conducted in years two and three.

The following studies were conducted in the survey research component:

- A Screening Study that involved a mail questionnaire survey of all 613 MCS special education teachers employed in the MCS in 1991-92. This survey investigated the extent of the desire to leave to leave their teaching positions, as well as reasons for desiring to leave and stay. This study, which had a 77% response rate, provided a "snapshot" of the job satisfaction and career plans of these teachers.

- An Influencing Factors Study in which face-to-face interviews were conducted with a sample of 60 of the special education teachers who completed a questionnaire in the Screening Study of 1991-92 special education teachers. This group of interviewees represented extreme groups of teachers in terms of satisfaction and intent to stay (i.e., satisfied teachers who intend to stay, dissatisfied teachers who intend to leave, and an undecided group). These interviews (a) provided a better understanding of the influences of career plans, commitment, and job satisfaction on special educators' decisions to continue or terminate their careers as teachers of students with disabilities in the MCS, and (b) identified specific issues and concerns for investigation in the subsequent studies.

- An Exiter Study in which the "exit rates" for special and general educators were calculated for three school years (1990-91, 1991-92, and 1992-93) and in which questionnaires were mailed to all of the 145 special education teachers and a sample of 187 of the general education teachers who exited during these three years. These annual follow-up surveys, which were completed by 72% of the special education exiters and 64% of the general education teachers, provided information about their backgrounds and training, reasons for leaving their positions, the nature of their current positions, and actions that the MCS could have taken to convince them to remain in their MCS teaching positions.

- A Comprehensive Commitment and Retention Study in which we surveyed all of the 638 special education teachers and a comparison sample of 398 of the 5,002 general education teachers employed in the MCS in 1992-93. This indepth study, in which questionnaires were completed by 76% of the special educators and 76% of the general educators, compared special and general educators on a wide variety of career experiences, attitudes, and plans, as well as some personal factors.

The first step in conducting these studies was to review the existing literature on teacher attrition and develop a conceptual model of teachers' career decisions. That conceptual model was presented in Chapter 2.

II. MAJOR FINDINGS

A. Teachers Who Left Their Teaching Positions in the MCS: Rates, Reasons, Job Satisfaction, and Subsequent Activities

In this section, we describe the extent to which general and special educators left their teaching positions in the MCS over a three-year period. After a discussion of these exit rates, we discuss teachers' reasons for leaving their MCS positions as well as their retrospective perceptions of job satisfaction in the MCS and subsequent activities and plans.

1. Teacher Exit (Attrition) Rates

"Exiters" are those teachers who left MCS employment for any reason, or those who remained in the MCS but changed their primary assignment. This latter group includes teachers who moved into administration, or other nonteaching positions or those special educators who transferred to general education teaching. In this study, the word "attrition" is often used to describe "exiters."

Attrition from teaching in the MCS was modest over the three-year period for both special and general educators. Special education attrition rates from the MCS ranged from 6.6% to 8.7% over the three-year period, and general education attrition rates ranged from 6.6 to 8.3%. When retirees and deceased teachers were excluded, the exit rates for special educators ranged from 5.8% to 7.9% over the three-year period. The exit rates for general education, excluding the retired and deceased teachers, ranged from 4.6% to 5.8% over the three years. Exit rates for both groups of teachers increased modestly each year over the three-year period. A higher percentage of special education European American teachers exited their special education positions than did special education African American teachers. Special education exiters were younger as a group than the general education exiters.

As the above data show, exit rates among special and general educators were similar. In fact, absolute attrition in the MCS (leaving the teaching field) was *lower* among the special educators, probably due in part to somewhat higher retirement rates among the general educators. The similar percentages of special and general educators exiting the MCS was unexpected, partly due to popular opinion and some recent reports that attrition among special educators is particularly high (see American Speech-Language-Hearing Association, 1989). Also, Boe, et al., (1993), using a national data base, found that approximately 15% of special educators moved to other school districts or left public school teaching versus approximately 9% of the general educators in 1988-89. Boe's special education attrition figures are far higher than the exit rates in the MCS (however, it important to note the difference in the years in which the data were sampled between the two studies).

2. Teachers' Reasons for Leaving Their Positions in the MCS

We found that teachers leave for many different kinds of reasons, some of which are personal and unrelated to work. The "personal" factors clearly played an important role in teachers' decisions to leave the MCS and included "family or personal move," "pregnancy/ child rearing," "health," and "retirement."

"Personal" reasons were given as the *main* reason for leaving more than any other reason by both special and general educators. Approximately 37% of special educators leaving their positions gave a personal reason as their main reason for leaving, compared to 53% of the general educators. Retirement was the main reason for leaving among 27% of the general educators, compared to only 5% among special educators. Approximately 25% of special educators and 20% of general educators indicated that "personal/family" move was their main reason for leaving the MCS. The other personal reasons, i.e. "pregnancy/child rearing" and "health," were given as main reasons for leaving by small percentages of the special and general educators.

It is important to note that these "personal" reasons seem to be *pivotal* to decisions to leave; i.e., they are usually given as main reasons for leaving, as opposed to being a second or third reasons for leaving. However, teachers who gave personal reasons as a main reason often gave other reasons as a second and/or third most important reason for leaving. For more information on teachers' reasons for leaving, see Exhibit 5.26 in Chapter 5.

A higher percentage of special educators than general educators indicated that "dissatisfaction with assignment" was important to their decisions to leave. Approximately 25% of the special educators gave dissatisfaction as their main or most important reason for leaving, whereas only 11% of the general educators gave dissatisfaction as the main reason for leaving. However, dissatisfaction was cited by a number of special and general educators as a second or third most important reason for leaving. Thus, 51.5% of the special education exiters, as compared to 23.2% of the general educators, gave "dissatisfaction with assignment" as an important factor (i.e., as either a first, second, or third most important reason) in their decisions to leave.

We asked teachers who left because of dissatisfaction to indicate from a list of 27 items those particular dissatisfiers that were important to their decisions to leave. Teachers were also given opportunities to identify dissatisfiers other than those listed in the questionnaire, as well as to comment or elaborate on particular concerns.

Special educators identified problems with role overload (i.e., class size, too much paperwork, and lack of adequate support staff) as important considerations in their decisions to leave their positions. Other frequently identified reasons for leaving included "inadequate support from central office personnel and principals," "inappropriate placement of students with disabilities," "inadequate facilities or classrooms," and "student discipline problems." For the general educators, "student discipline problems," "poor student attendance/motivation to learn," and the "stress associated with teaching" were among those problems most frequently identified as being important to their decisions to leave.

A higher percentage of special educators than general educators gave role overload items (i.e. class size, paperwork, and lack of adequate support staff, too many nonteaching responsibilities), lack of administrator support, and inadequate facilities/classrooms as reasons for leaving. However, similar percentages of special and general educators gave the following as reasons for leaving: lack of influence over school/district policies and practices (approximately 8% of both groups), student discipline problems (about 18% of both groups), lack of appreciation/respect (about 13% of both groups), problems with parents (about 5% of both groups), and the stress associated with teaching (special educators 13% and general educators 17%). For more detail on dissatisfiers that contributed to decisions to leave, see Exhibit 5.27 in Chapter 5.

Because most of the special educators who left the MCS were employed the following year, it appears that finding employment may be a prerequisite to resignation. It is likely that teachers who are dissatisfied begin to search for other positions. When a suitable position is found, they resign.

3. Job Satisfaction Among Exiting Teachers

Exiters were asked how satisfied they were with 26 aspects of their jobs during their last year of employment in the MCS (using a 4-point response scale from "1" for very *dissatisfied* to "4" for very *satisfied*). Job satisfaction composite means were lower for special educators (M=2.60) than general educators (M=2.76). However, there were no differences between special and general educators on job satisfaction after controlling for age and race.

The highest job satisfaction item means for special and general educators included, "job security," "autonomy and control over your own classroom," "relationships with colleagues," and "professional caliber of colleagues." Special and general educators also shared the two lowest job satisfaction means, "support from parents" and "nonteaching demands." Other low job-satisfaction-item means among special educators included "availability of resources and equipment for classroom," "class size," "facilities/classrooms," "student discipline and behavior," "support/recognition from central office administrators," "student attendance and motivation to learn," and "the esteem of the community for the teaching profession." General educators also had relatively low item means in the areas of "student behavior and discipline," "student attendance and motivation to learn," and "class size" (for more detail, see Exhibit 5.30 in Chapter 5).

Many of the lowest satisfaction ratings were similar to those areas identified as reasons for leaving. For example, nonteaching demands, class size, students discipline, and support/recognition from central administrators were areas of relatively low satisfaction. However, some low satisfaction areas were rarely identified as reasons for leaving. For example, satisfaction with support from parents was very low, yet it was rarely identified as a reason for leaving.

4. Exiters' Subsequent Activities and Future Plans

The majority of special educators who left their MCS teaching positions were not lost to education, rather they moved to other districts and/or educational positions. The majority of these teachers continued teaching, usually in special education assignments in other districts. For example, 63% of the special education exiters were still working in a school system the year after they left, and 89% of this group of exiters were employed as teachers; 71% of these teachers taught special education and the remaining 29% had transferred to general education teaching positions.

Those exited special educators who were not employed in a school system (37%) were either retired or participating in such activities as attending a college or university, homemaking, child rearing, teaching in a setting outside of a school system, employed outside of education, or unemployed and looking for work. Three percent of all of the exited special educators were employed as special education teachers in a setting outside of a school system; therefore, 59% of the exited special educators remained in teaching, either inside or outside of a school system. Eight percent of special education exiters were retired one year after exiting,

Approximately 37% of the general education exiters were employed in a school system, 77% of whom were employed as general education teachers (none of the general education teachers transferred to general education). An additional 4% of the general education exiters were employed as teachers in a setting outside of a school system; therefore, approximately 36% of all the exited general education teachers remained in the teaching profession (either in a school system or in a setting outside of a school system). About 26% of the general education exiters were retired and 12% were either employed outside of education in nonteaching positions or engaged in such activities as homemaking, child rearing, attending a college or university, or unemployed and looking for work..

It is also clear that while these exiters left their positions, many plan to have long careers in teaching. An analysis of the future plans of the exiters shows that many of the exiters plan to remain in teaching as long as they are able or until retirement. Very few of the leavers are employed in occupations outside of education. Although it is not possible to determine whether this is due to a lack of opportunity, few of the exiters indicate that they aspire to non-education occupations.

B. The Current MCS Teacher Workforce: Teachers' Career Plans and Experiences

In this section, we provide a summary of findings from surveys of the *current* workforce as well as from interviews with a sample of special educators. The initial screening survey of special educators was conducted in 1991-92 and an indepth survey of special and general educators was conducted in 1992-93. In addition, indepth interviews were gathered from 60 of the special educators who participated in the 1991-92 mail survey. Major findings from these studies are synthesized in this section.

We found that many of the teachers included in these studies were happy and satisfied with their teaching environment in the MCS. However, because we focused on attrition and why teachers want to leave, the problems teachers' experience in the MCS are central to this study. Although we have tried to present a balanced report, the nature of this study dictates that we highlight those areas needing change. It is also important to emphasize that the MCS is not alone in experiencing these problems. Similar problems have been reported in other states and districts around the country.

1. Reasons' for Becoming a Teacher and Staying in Teaching

The interviews conducted with special education teachers in 1991-92, and the questionnaires used in the 1992-93 mail survey of special and general educators included questions as to why the teachers entered the teaching profession. The primary themes that emerged were an interest in, and the enjoyment of, working with young people and a desire to serve society. Some were inspired by former teachers. About 40% of those entering special education indicated that they were attracted to working with special education populations. Approximately one-third had experience working with students with disabilities prior to becoming a special educator. Over 25% of the special and general educators like the vacations, work hours, or job security associated with teaching careers. It is quite likely that there may be other factors that draw individuals into teaching, e.g., teaching may be a secondary choice for some because they could not pursue a more favored career for whatever reason.

Some teachers indicated that they planned to remain in the MCS for a long time. Interviews and the surveys of the current teacher workforce provided some insight into teachers' reasons for wanting to remain in the MCS. We found that the primary reasons special and general educators gave for staying in teaching relate to the intrinsic rewards associated with teaching (i.e., satisfaction of work with students, feelings of competence and success, job satisfaction, and job challenge).

Another important factor is a positive work environment that is created by supportive administrators and colleagues. During the interviews with special educators, teachers gave many examples of how their administrators support them. Administrators provide assistance by helping special educators obtain appropriate programming and resources for special education students, and with discipline and parent and teacher problems. Special educators also indicated that supportive administrators have knowledge about special education and special educators' responsibilities. Supportive administrators are viewed as accessible and treat teachers like professionals. Supportive colleagues also collaborate about instruction and resources and help students with disabilities in their classrooms. Many other additional examples of administrator and colleague support are provided in Exhibit 4.7 in Chapter 4.

Other reasons for staying for both special and general educators included income and benefits, job schedule, and job security. In general, special and general education teachers entered and plan to stay in teaching for the same reasons.

2. Special and General Educators' Plans to Remain in Teaching and Perceived Employability

Table 7.1 compares two cohorts of special education teachers (1991-92 and 1992-93) on their plans to remain in teaching for two school years. Approximately 7% of the special educators indicated that they "definitely plan to leave special education teaching as soon as I can" over both years. The percents of teachers who stated that they plan to stay "until I am

Table 7.1

Comparison of Two Cohorts of Special Education Teachers Regarding Their Intent to Stay in Special Education Teaching

Intent to Stay in Special Education Teaching	1991-92 Cohort (Screening Study)	1992-93 Cohort (Comprehensive Study)
Definitely plan to leave special education as soon as I can	7.7%	7.3%
Will probably continue until something better comes along	24.1%	16.5%
Until I am eligible for retirement	27.3%	25.7%
As long as I am able	21.9%	34.9%
Undecided at this time	18.9%	16.5%

eligible for retirement" were similar across both cohorts, as were those who were "undecided" about staying or leaving. However, more teachers in the 1992-93 cohort indicated that they planned to stay "as long as I am able" than did teachers in the 1991-92 cohort--perhaps indicating a positive shift in plans to stay in their current teaching positions in the MCS. It is interesting to note that the number of special educators who definitely plan to leave special education teaching is similar to actual teacher exit rates.

Another indication of teachers' future behavior is their desire to remain in their schools, the MCS, and the teaching profession. Special and general educators reported similar desires to "remain in their school." However, special educators were significantly less likely to desire to remain in the MCS, their teaching field, and the teaching profession than were general educators.

3. General and Special Educators' Reasons for Their Career Plans

The reason that special education teachers gave most frequently for *planning to leave* was "dissatisfaction with assignment". A review of the open-ended items in the two teacher surveys suggests that the primary reasons for wanting to leave relate to work problems and issues. Fewer general educators reported dissatisfaction as a reason for planning to leave than the special educators.

Among special educators, reasons for actually leaving and reasons for planning to leave were similar in some respects (see Table 7.2 for a comparison). As stated above, approximately one-half of the special educators who *left* their MCS positions gave dissatisfaction as an important contributing factor for leaving. Similarly, approximately half of the MCS special educators who *plan to leave* their current positions gave "dissatisfaction with assignment" as their reason for planning to leave. In addition, about 10% of former special educators gave "dissatisfaction with teaching as a career" as an important reason for leaving. Again, approximately the same percentage of those planning to leave indicated "dissatisfaction with teaching as a career" as a reason for planning to leave.

Personal reasons were identified less frequently as reasons for *planning to leave* than as reasons for *leaving*. Approximately 23% of special educators and 45% of general educators gave personal reasons as their main reason for *planning to leave* their MCS positions in the next three years. It is likely that these lower percentages are due to the fact that many personal reasons for leaving are unanticipated.

4. Desire to Transfer to Another School

About 20% of special and general education respondents want to transfer to another school within the MCS. Primary reasons that special and general educators gave for desiring a transfer include: (a) location (closer to home, children, school), and (b) administrators. Special educators also frequently identified "to change assignment areas." Although there aren't any clear patterns across special and general educators regarding the types of schools they desire to transfer from, both special and general educators selected higher SES schools, located primarily in urban (versus inner city) areas within the MCS. It is also of note that some of the

Table 7.2

Comparison of Reasons Among Current Special Educators and Those Who Actually Left (For More Information See Exhibits 6.54, 6.55A and 5.26)

Top 3 Most Important Reasons for Leaving/Intending to Leave*	Currently Employed Teachers Who Intend to Leave)		Exiters (Those Who Actually Left)	
	Gen Ed (N=1528)**	Spec Ed (N=154)	Gen Ed (N=1158)**	Spec Ed (N=99)
Family or personal move	13.6%	16.2%	25.0%	28.0%
Pregnancy/child-rearing	7.3%	7.1%	5.0%	11.0%
Health	10.7%	9.7%	7.0%	2.0%
To retire	20.7%	12.3%	31.1%	6.0%
To pursue another education-related career	44.4%	33.1%	8.9%	12.0%
To pursue a career outside of education	16.2%	15.6%	4.4%	8.0%
For better salary or benefits	21.5%	19.5%	2.8%	11.0%
For an even better teaching assignment	47.2%	39.0%	9.9%	18.0%
Dissatisfied with assignment	30.0%	47.4%	23.2%	51.5%
Dissatisfied with teaching as a career	9.9%	10.4%	11.5%	11.0%
Sabbatical or other break from teaching	3.8%	8.4%	7.5%	1.0%
Other	11.7%	12.3%	22.4%	15.0%

* Not all response choices on this item were comparable.

** These are weighted N's; see Exhibits 6.54 and 5.26 for standard errors.

teachers who actually left the MCS, indicated that being able to transfer to another school would have been an incentive to remain in the MCS.

5. Problems Faced by General and Special Educators' and Proposed Solutions

Teachers were asked to list the most pressing problems they faced. In this question, the MCS teachers highlight in their own words what was of most concern to them. The problems of most concern to special educators include role overload (e.g., caseload size and paperwork), students, resources, administrators, and parents. General educators had many of the same concerns. For more information, see Exhibit 6.62 in Chapter 6.

6. Special and General Educators' Perceptions of the MCS Work Conditions

Findings from the 1992-93 survey reveal both similarities and differences in special and general educators' perceptions of work experiences in the MCS. A number of the work experience ratings were not significantly different between general and special educators (i.e., workload, school climate, principal support, input into decisions, students assigned, parent support). However, special educators reported significantly lower satisfaction with teaching load, colleague support, resources, learning opportunities, and special education climate, than did the general educators.

Problems that are particularly salient for the special educators include, problems with role overload (e.g., too many students on caseloads, excessive paperwork, and other demands such as meetings), inadequate resources, and lack of support. These three areas are detailed below.

a. Problems with Role Overload

Across studies, teachers indicated that many things create role overload, such as too many students on caseloads, excessive paperwork; and numerous other demands such as meetings. Other teachers suggested problems with role overload by indicating that they don't have enough time to do their work, they need additional planning time, or they need aides and/or clerical assistants to help them with their responsibilities.

In the 1992-93 survey of the special education workforce, a large number of special educators indicated that "too many students" was one of their most pressing problems. However, interviews with special educators illustrate that caseload/class size problems relate to more than just numbers of students. As Exhibit 4.8 shows (see Chapter 4), the *mix* of the teacher's class is also important. For example, age and grade ranges, number and specific exceptionality areas, ability levels, and the complexity and intensity of students' problems, all influence the manageability of a particular class or caseload. One teacher who served different disability areas in her class (e.g., autistic, hearing and vision impairments, mental retardation, and emotional disabilities) described her class as a "dumping ground." She described a wide range of student needs and was concerned that they had extensive physical problems that she was not equipped to handle. Even as teachers struggled to cope with their existing classes, more students continued to be added. Other teachers described students with extreme behavior problems which made teaching difficult.

Paperwork is another "role overload" problem for many MCS teachers, not just special educators. However, special educators cited paperwork as an issue more often than general educators. Teachers in all of the cohorts included in our studies cited problems with paperwork as an important issue. In the initial survey of MCS special educators in 1991-92, almost 25% of the special educators gave paperwork as a major reason for desiring to leave. Teachers interviewed in 1991-92 cited the many different problematic aspects of paperwork, including having too much of it, too little time to complete it, and unnecessary (unimportant), redundant, and inconsistent requirements. They indicate that excessive paperwork interferes with teaching, their most important responsibility.

In the 1992-93 survey of MCS teachers, 35% of the special educators and 12% of the general educators cited paperwork as one of their most pressing problems. Whenever teachers were given an open-ended opportunity to express concerns, paperwork was sure to emerge as one of their greatest frustrations. Previous researchers have also cited paperwork burdens as a major teacher problem and contributor to burn-out and attrition (Bensky et al., 1980; Billingsley & Cross, 1991; Cline & Billingsley, 1991; Dangel, Bunch, & Coopman, 1987; Olson & Matuskey, 1982; Platt & Olson, 1990; Schetz & Billingsley, 1992).

b. Problems with Inadequate Resources

Another pressing problem, particularly for special educators, is the lack of resources. The lack of resources includes inadequate materials, supplies, equipment, computers, and aides. Special educators consistently report that they do not have the instructional resources and supplies needed to do their jobs. Many indicated that they either had to provide the teaching materials themselves or to do without.

Special educators desiring to leave were asked to respond to an open-ended item, asking them their reasons for desiring to leave (see Chapter 3 for discussion of 1991-92 Screening Survey). One-quarter of these teachers indicated that the lack of resources was an important reason for desiring to leave. Over a hundred special educators indicated their need for basic materials and supplies or the lack of money to purchase materials.

The 1992-93 survey of special and general educators showed a fairly dramatic difference between general and special educators' perceptions of the adequacy of their resources. General educators had relatively high satisfaction levels with the resources available to them, whereas it was one of the lowest satisfaction areas among special educators. For example, when asked to respond to the statement "I have the instructional materials that I need," approximately 80% of general educators agreed or tended to agree with the statement, while only about 54% of special educators agreed or tended to agree with the statement. Special educators indicated that the lack of instructional resources was one of their most pressing problems, however, far fewer of the general educators indicated that the lack of resources was a problem.

c. Problems with Inadequate Support

Support is multi-dimensional and can come from a number of sources. Several findings from the MCS studies indicate that special educators desire greater support from several sources, e.g., from administrators, parents, and colleagues. We also found that the special education climate is not a positive one according to some special educators. Each of these areas of support are discussed below.

Across studies of the current workforce, special educators reported that problems with administrators, particularly central office administrators, were influencing their plans to leave their positions. In the initial screening study about 20% of the teachers indicated problems with administrators were important considerations in their desire to leave the MCS. Most of the written responses regarding administrative support were general in nature, however, some mentioned ineffective leadership, disagreement with special education policies, and lack of input into decisionmaking.

In the 1992-93 survey of the current special education workforce, the majority of teachers in the MCS either "agreed" or "tended to agree" that their administrators are supportive. However, when the administrator-teacher relationship is a significant problem, it is likely teachers will look for other situations (some within the MCS). In fact, wanting a better or more supportive administrator was a frequently mentioned reason for desiring a transfer to another school within the MCS. Although teachers interviewed in 1991-92 reported that they had problems with central office personnel more frequently than with principals, the ratings of support from principals and supervisors were similar in the 1992-93 survey of all special educators.

Interviews with MCS special educators provided a comprehensive description of what teachers consider as administrative support and nonsupport (see Chapter 4). Administrative support is a multidimensional concept that includes a myriad of attitudes and activities. For example, teachers indicated that treating them as professionals, being accessible, and encouraging input into decisions are important to feeling appreciated and valued. However, specific actions such as assistance with discipline, help with conflicts with other teachers and parents, and aid with obtaining instructional resources, are needed to help teachers with their daily work.

This combination of administrator attitude and activities appears to be important to good teacher-administrator relationships. However, teachers also need to understand that administrators have many agendas and many administrators likely experience problems such as role overload themselves.

Previous studies have linked the lack of administrative support to attrition and plans to leave (Billingsley & Cross, 1991, 1992; Billingsley, Bodkins, & Hendricks, 1993; Dangel, Bunch, & Coopman, 1987; Lawrenson & McKinnon, 1982; Platt & Olson, 1990). Fimian (1986) found that administrative support helped moderate special educators' frequency and perceived strength of stress. Also, Zabel and Zabel (1982) reported that special educators who received support from administrators did better on burnout measures than those who did not receive support.

The 1992-93 survey of special educators indicates that MCS needs a more positive climate for special education. Many special educators either "disagreed" or "tended to disagree" that general educators have the knowledge to work effectively with students with disabilities, and only 2.9% of special educators agreed with this statement. Further, only half of the special educators either "disagreed" or "tended to disagree" that "the staff at this school have positive attitudes toward special education staff and students."

In the 1992-93 survey of special and general educators, special educators rated colleague support significantly lower than general educators did. For example, almost 90% of general educators, as compared to only 62% of special educators, either "agreed" or "tended to agree" with the statement that "most of my colleagues in this school understand what I do." Special educators were also less likely than general educators to indicate that they "felt included in what goes on in their schools," that they are "treated with respect" by their colleagues or that they "exchanged professional ideas with their colleagues." Special (and general) educators also desire greater support from parents, although the lack of parent support was not linked to attrition.

7. Special and General educators' Affective Reactions to their Work

We also found that the 1992-93 special education workforce reported lower satisfaction levels than the general educators in the MCS. A quarter of the entire special education workforce reports being either somewhat dissatisfied or very dissatisfied with their jobs in the MCS, as compared to 15% of the general educators. Special educators also reported significantly higher levels of stress than the general educators, and lower levels of commitment to the MCS, their teaching field, and the teaching profession.

Although some of these differences may be due to the make up of the group (a greater proportion of special educators were European American and younger than the general educators), attention needs to be given to increasing the satisfaction and commitment of the special education teacher group, particularly in the above areas. Many dissatisfied teachers may continue to teach for long periods. These teachers may not work as hard and may be less effective than their satisfied peers. There should also be concern for dissatisfied teachers and their quality of life, given the substantial number of hours teachers spend in the workplace.

A substantial number of the 1992-93 teaching workforce indicated that they planned to leave their current positions to obtain better teaching assignments, pursue other education-related careers, or obtain better salary or benefits. Far fewer of those teachers who actually exited their positions gave these as important reasons for leaving (see Table 7.2 above for a comparison). Those who intend to leave may desire better salary and benefits and better teaching opportunities; however, they may find it difficult to significantly improve their situations with substantially better and more lucrative positions.

C. Summary

In summary, the attrition rates for the MCS teachers were modest and less than anticipated. In the three-year follow-up study of teachers who left the MCS, we learned that teachers leave for many different reasons, and many of the teachers' reasons for leaving are largely not alterable by the MCS. Personal factors (e.g., family needs, retirement, new aspirations) were given most frequently as first reasons for leaving the MCS according to the teachers surveyed. Some teachers also leave for what they perceive to be more desirable assignments elsewhere, not necessarily because they are dissatisfied with their current positions.

We also found that teachers' perceptions of work-related variables correlated more closely with job satisfaction and commitment than intent to stay among the current MCS teachers. Again, this is likely due to the fact that many personal variables influence teachers' decisions to leave, not always work-related variables.

Therefore, it is unlikely that the MCS will reduce attrition significantly by improving work conditions because personal factors play an influential role in many teachers' decisions to leave. Even if the MCS could have prevented the attrition of the dissatisfied teachers who left each year, they make up only approximately 2% of the workforce. Further, attrition is sometimes necessary (e.g., retirements) and desirable (e.g., incompetent teachers leaving). Attrition also provides opportunities for new teachers' perspectives, which bring fresh ideas and energy into the school system.

One of the most important findings of this study is the level of dissatisfaction among the MCS special educators. Special educators reported significantly less satisfaction than general educators in numerous work-related areas, as well as lower levels of commitment to the MCS and the teaching profession.

Although the nature and the intensity of perceived work-related problems vary from teacher to teacher, the dissatisfaction areas for special educators were consistent and clear. The concerns were evident across two years of data from the current workforce and three years of data collected from former MCS teachers. The areas of greatest concern are those close to the classroom. A clear pattern across studies is that the primary work problems and issues for special educators centered around feeling overburdened due to excessive responsibilities (e.g., high caseloads, paperwork), the lack of teaching resources, and the lack of support, primarily administrative support. MCS leaders need to consider how these various areas of concern (e.g., high caseloads, excessive paperwork, lack of materials, lack of support) interact to produce stress, dissatisfaction, and sometimes attrition.

However, it is also important to emphasize that general educators and special educators report some of the same pressing problems (e.g., nonteaching demands, student discipline and behavior, class size, student attendance and motivation to learn, support from parents, and influence over school policies/practices). System-wide and school efforts to address these concerns should be considered. Nonetheless, some specific aspects of the special education work environment (e.g., lack of resources, bureaucratic requirements due to federal and state regulations) need specific interventions to alleviate the problems.

It is interesting to note that the majority of exited special educators who responded to our questionnaire are not lost to education, rather they moved to other districts and/or educational positions. Only a small percentage of general and special education teachers who leave the MCS actually leave the education field and most appear to be committed to continuing in the field of education. So while these special educators have left their positions in the MCS, they are not for the most part leaving education.

III. CONCEPTUAL FRAMEWORK

The conceptual model in Chapter 1 posits three major influences of teachers' career decisions, "External," "Personal," and "Employment" Factors. Across the studies that we conducted in the MCS, we found support for all of these factors, particularly personal and employment factors.

We have some limited evidence that "External" factors influenced teachers' decisions to leave the MCS. For example, some factors, such as concern about personal safety might be considered employment or external factors. Some teachers voiced concerns about the safety of the communities in which they taught. Others believed their schools were not safe. Some of those exiting the MCS gave safety as a reason for leaving (14% of special education exiters; 7% of general education exiters). Teachers who desired transfers within the MCS often wanted to move out of the inner-city schools. Others were interested in moving to what they viewed as safer suburban communities and schools.

"Economic" factors may also have played a role. The economy was depressed during the early stages of our study (1991-92) and the attrition rate from the MCS was at its lowest point during this year. The attrition rate increased slightly each year over the three-year period as the economy slowly improved, perhaps reflecting more opportunities for teachers.

Teachers indicated that "Personal Factors" influence their decisions to leave the MCS. As we discussed at length above, these personal factors appear to be pivotal to decisions to leave and were identified as reasons for leaving more than any other reason.

In the remainder of this section we expand on the "Work Conditions" factor of our conceptual model (see Section II.B in Chapter 1 for the complete model). As hypothesized, we found that a *complex array of variables* contributed to teachers' career intents and decisions. Although some teachers left primarily for personal or employment reasons, in some cases, others gave *multiple reasons* for leaving the MCS. For example, some teachers indicated that they left primarily for personal reasons, yet gave job dissatisfaction as a second important reason. Of those teachers who left primarily because of dissatisfaction, there were almost always multiple areas of dissatisfaction.

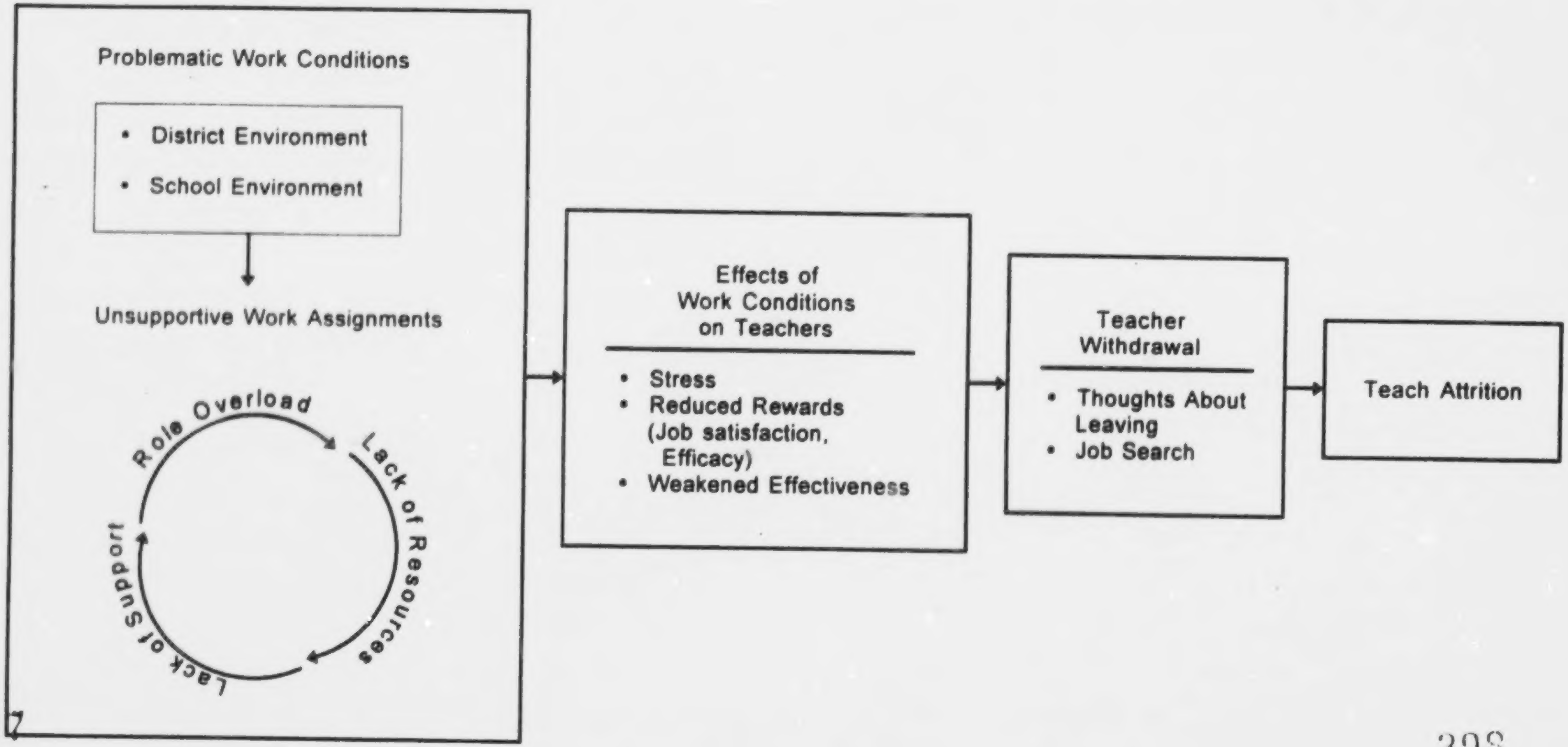
Figure 7.1 highlights those work-related factors that have particular importance to dissatisfaction and leaving among the MCS special educators. Although there were numerous work-related problems identified by former and current MCS teachers, the most frequently mentioned problems would be grouped under three major areas: role overload, lack of resources, and lack of support (particularly administrative support). Figure 7.1 also illustrates the effects of these problems on teachers, i.e., they create feelings of stress, ineffectiveness, and dissatisfaction. When these negative feelings persist over time, they may lead to thoughts about leaving, and ultimately, decisions to leave the MCS.

Many of the MCS special educators who are dissatisfied portray a work environment that is *unsupportive of their most important and central role*--that of teacher. Some teachers believed they cannot be effective because of the lack of support they received in their work. Teachers who felt unsupported rarely describe a *single* work problem. As shown in Figure 7.1, they cite *multiple problems* with the situations or people in their *immediate* work assignments. In other words, the things and people that concern teachers in the MCS are close to the teachers' everyday experiences. Even when special educators indicated problems with central office administrators, most of the teachers' concerns about supervisors were related to situations that negatively influenced their work.

As Figure 7.1 illustrates, these *multiple* problems *interact* and create what teachers sometimes view as stressful, overwhelming work situations. As one special educator pointed out, her paperwork increases every time she receives another student. Corcoran also suggests that the lack of resources increases the teacher's workload. And a heavy workload makes it very difficult for the teacher to effectively use the resources that are available (Corcoran, et al., 1988).

The effects of chronic work-related problems are detrimental to students and their teachers. The combination of multiple, interacting problems (e.g., too many students, too many meetings and paperwork, too little support, and the lack of resources) weakens teachers' ability to be effective and reduces their opportunities for work rewards. Some teachers indicated that they *cannot effectively teach* and meet the needs of their students, because of these burdensome responsibilities and the lack of assistance and support available to them.

Figure 7.1 Problematic Work Conditions Leading to Special Educators' Dissatisfaction and Attrition in the MCS


Problematic Work Conditions
• District Environment
• School Environment
Unsupportive Work Assignments
Role Overload
Lack of Resources
Lack of Support
Effects of Work Conditions on Teachers
• Stress
• Reduced Rewards (Job satisfaction, Efficacy)
• Weakened Effectiveness
Teacher Withdrawal
• Thoughts About Leaving
• Job Search
Teach Attrition

The following illustration demonstrates how role overload and the lack of support create feelings of stress and ineffectiveness. One young special educator indicated that she had so many responsibilities and pressures that it felt like "everything is crashing down at once. . . . snowballing with more and more responsibilities." Because of the pressure she felt, she perceived that she was unable to provide appropriate instruction for her students. She stated "It's hard to watch children not making progress. . . . because we can't teach the way we used to" (when the classes were smaller). Similar comments were made by other teachers that we interviewed. It may be that teachers who desire to leave experience "too many sticks, and not enough carrots." When teachers experience numerous problems and a lack of rewards and satisfaction, it seems reasonable to ask, "why do teachers stay?" instead of "why do they leave?"

IV. IMPLICATIONS

This section focuses on work-related strategies that the MCS could take to improve teacher satisfaction and commitment. Although attrition may not be appreciably reduced by altering work-related variables, improving teachers' work conditions should help create a more committed and satisfied teaching force. These recommendations were formulated considering the needs of special educators, however, some are appropriate for improving the work conditions of general educators.

Attending to all of these areas at one time is likely not possible, or even desirable. However, improvements in even one area may help relieve a burden in another. For example, paperwork demands are reduced when caseloads are reduced. Time pressures are eased when teachers have adequate resources and do not have to spend valuable time searching for and making materials.

Most efforts to improve teachers' work conditions can be included under a broad framework of teacher support. The first aspect of support concerns "work design." It is important for teachers' to have reasonable work requirements as well as the resources needed to perform their varied roles. A second aspect concerns "professional and interpersonal support" among teachers, administrators, colleagues, and parents. Specific recommendations for improving these two aspects of teacher support are discussed below.

A. Work Design

Work design problems (e.g., excessive responsibilities, lack of resources) either singly or in combination, can make it difficult for teachers to be effective. Teachers' primary roles are planning for and providing instruction to students, and unfortunately excessive responsibilities take away from this primary and central role. Other problems resulting from role overload may be reduced effectiveness, as well as the stress and job dissatisfaction that can result from unmanageable work loads. The following two recommendations should help special and general educators with two of their most pressing problems. The third recommendation concerning resources is of particular concern for special educators.

1. Reduce Nonteaching Activities, Especially Paperwork

Take a critical look at teachers' responsibilities. Administrators should do *everything they can* to relieve teachers' concerns about role overload and bureaucratic requirements. Teachers do not want to waste valuable planning and teaching time being clerical workers--*they want to teach*. Reducing redundancy, eliminating unnecessary forms, and streamlining existing procedures are all needed to cope with the paperwork monster. This is particularly true of special educators with large caseloads since their paperwork is multiplied by every additional student they have. Addressing the paperwork problem would not only alleviate a daily frustration for teachers, it will also benefit students. Teachers with less clerical work will be able to devote more time to planning and teaching.

Some paperwork is needed. However, all of the blame cannot be given to federal and state laws and regulations. One strategy is to eliminate the six-week IEP update requirement, which was mentioned frequently as a problem by special education teachers in the Screening and Influencing Factors Studies that were conducted in 1991-92. This IEP requirement is not required by federal law and teachers often cited it as a tremendous waste of time.

Other possibilities for improving nonteaching activities include: (a) streamlining paperwork requirements (teachers have numerous ideas about how to do this), (b) giving teachers adequate notice for preparing reports, (c) providing additional planning time to complete essential requirements, (d) providing aides/volunteers to assist with clerical duties, and (e) computerizing student records and IEPs.

2. Develop Guidelines for Class Sizes

Improving caseloads should help teachers' who are overburdened. However, looking at caseload itself is not sufficient. As the teachers we interviewed made clear, the makeup of the caseload (e.g., severity, complexity, age range, scheduling) and the support provided (e.g., aides) are also important caseload factors to consider. In particular, teachers who work in more than one school need to have their caseloads carefully monitored. The MCS should consider developing policies to reduce the caseload burden on teachers.

3. Provide Adequate Teaching Resources, Supplies, and Equipment

The lack of resources is of particular concern to special education teachers. According to many, they do not have an adequate textbooks, materials, and equipment to carry out their teaching responsibilities. Administrators need to carefully evaluate how resources are allocated and develop policies that will assure that special educators have the necessary texts, teaching materials and supplies, as well as equipment to do their work.

B. Professional and Interpersonal Support

Teachers look to administrators and their colleagues as sources of support and information. In general, teachers indicated fairly positive collegial and administrative relationships. However, a number of teachers indicated that administrators were a source of concern and that they were one of the primary reasons for leaving the MCS and requesting transfers. Therefore, particular attention needs to be paid to administrator-teacher relationships.

1. Increase Administrative Support to Teachers in Areas of Needs

MCS policy-makers should carefully review findings from the interviews conducted with special education teachers in the 1991-92 Influencing Factors Study (see Chapter 4) to gain greater insight into what is viewed as administrator support and nonsupport among MCS special educators. Support includes communicating respect and concern, as well as assisting with specific teachers needs (e.g., professional growth experiences, assistance with problems, and feedback about performance). However, it is important to note that there are no exact formulas for providing support, because support needs vary depending upon the context of the situation.

Building principals and central office administrators need to periodically assess teachers' needs for support. Asking teachers to identify areas in which they need assistance and listening to teachers' concerns as they arise are important first steps. Administrators who are accessible, listen, and try to understand teachers' perspectives will likely be viewed as supportive. Further, involving teachers in decisionmaking processes in areas that influence their work lives should help administrator-teacher relationships. Also, see Littrell, Billingsley, & Cross (1994) for a study of the meaning of administrative support and its effects on special and general educators.

2. Encourage Parental Involvement and Support

Concerns about parents were identified as pressing problems by the MCS special and general educators (although these concerns were rarely given as reasons for leaving). In particular, many special and general education teachers believe that greater efforts need to be made to encourage/facilitate parent involvement in the MCS.

3. Improve the Special Education Climate

As discussed above, special educators ratings of the special education climate indicated areas of concern. Helping general educators understand the purposes of special education and giving them greater opportunities for involvement may help improve the special education climate. Because most special educators depend on general educators to provide appropriate services to special needs students, a willingness to work with special education students and help them be successful in general education classrooms is critical.

4. Provide Teachers With Strategies for Coping with Difficult Aspects of Their Work

Helping special and general educators develop strategies for working with students with behavioral difficulties and motivating students is important. Support from parents, colleagues, counselors, and administrators is needed to help teachers in this area.

Helping special and general educators develop strategies for managing the numerous responsibilities they have is another possible strategy for reducing stress and increasing job satisfaction. Experienced teachers might be able to help less experienced teacher manage the demanding work of special education teaching. For teachers who are experiencing high levels of stress, stress management workshops may enable them to identify and cope with various sources of stress.

5. Provide Teachers Transfers to Other Schools Within the MCS

Providing teachers with opportunities to transfer to schools of their choice will likely reduce attrition in the MCS. A number of teachers indicated that they would have stayed had they been granted a transfer to another school. Teachers who are not happy with their current assignment may find another one within the MCS more appealing. Special educators may need to transfer to other settings more frequently than general educators, since they often serve some of the same students for two or more years. However, since many teachers desire to transfer out of the inner-city schools, the MCS may have difficulty retaining teachers in the inner-city schools.

Finally, although these studies provide extensive information about special and general educators' views about their work in the MCS, continued informal assessment is needed to assess future support needs. Periodic surveys of the workforce (using a brief one- or two-page questionnaire) should help assess current teachers' needs and allow teachers and administrators to jointly address problems. These brief surveys or perhaps discussions may be done by individual schools or program areas (e.g., special education, mathematics). MCS administrators should conduct exit interviews or gather exit surveys from teachers when the resign from the MCS to determine why teachers are leaving.

Chapter 8

Strategic Planning

The Strategic Action Plan presented in this chapter was developed in Years 2 and 3 by a 21-member SPT that provided excellent representation of the major stakeholders in the MCS. The purpose of the Strategic Action Plan is to state the intentions of, and set directions for, the MCS to enhance the retention and support of qualified special education teachers.

To accomplish its purpose, the Strategic Action Plan establishes the parameters and/or rules for achieving the stated intentions, and consists of:

- Clear statements of MCS's Vision and Mission relative to retaining and supporting special education teachers.
- A description of the context/environment that currently exists related to teacher retention/recruitment, and the issues that must be addressed to create a future consistent with MCS' Vision. This description provides a clear definition of the problem(s) to be addressed and was stimulated by the research findings.
- A description of the goals, objectives, strategies, and action steps for addressing the problems and using the opportunities identified through environmental scanning. These strategies capitalize on opportunities and deal with contingencies in the next five years in order to fulfill the stated mission.

The final *Strategic Plan for Personnel Recruitment, Retention, and Professional Development* complements the *Vision 2000: Strategic Plan for Memphis City Schools* of the Board of Education, as well as many specific current initiatives and future plans of the MCS Central Administration in school redesign and restructuring. In January 1995, the *Strategic Plan* was formally submitted to the MCS Superintendent of Schools, who has given all participants assurances that its recommendations will generally be adopted.

The composition of the SPT is discussed in Section I, the planning approach used by the SPT is described in Section II, the vision and mission developed by the SPT to guide the planning process is presented in Section III, the results of the environmental scan conducted by the SPT are presented in Section IV, the strategic issues identified through the environmental scan are discussed in Section V, and the resulting strategic plan is presented in Section VI; and the goals, objectives, strategies, and action steps for addressing the major strategic issues are presented in Section VII.

I. STRATEGIC PLANNING TEAM MEMBERSHIP

To help ensure the quality and usefulness of the research, a 13-member Advisory Panel was selected in Year 1 to serve throughout the life of the study. The Panel made significant contributions to the "per-strategic-planning" activities that took place in Year 1. For example, the Panel provided valuable input into refining the conceptual framework that guided the design of the study, recommended that we increase our emphasis on exploring the issue of teachers transferring within the district, and reviewed the specific items in each of our survey questionnaires for proper wording and relevance. Also, the Panel conduced a stakeholder analysis to identify and screen potential candidates to serve in Years 1 and 2 on the study's SPT.

As a result of the stakeholder analysis, the Advisory Panel recommended that all of its members serve on the SPT, and that six other persons be added to broaden the representation of parents, principals, and MCS supervisors of general and special education programs. These recommendations were accepted and the SPT was expanded to include 19 members. In Year 3 two more persons were added, resulting in a 21-member SPT that represented major MCS stakeholders as follows:

- The MCS Associate Superintendent of Student Programs and Services.
- The MCS Director of Special Education.
- Two MCS Special Education Supervisors.
- Three MCS Elementary School Principals, one of whom was initially appointed to the Panel as an Elementary School Special Education Teacher.
- An MCS Junior High School Principal.

- Two MCS High School Special Education Teachers, one of whom is a representative of the Memphis Education Association.
- An MCS Elementary School Special Education Teacher.
- Two MCS General Education Supervisors.
- One MCS High School General Education Teacher.
- Two parents.
- Chairman of Special Education at Memphis State University.
- Representative from Division of Special Education, Tennessee State Department of Education.
- Three consultants who are nationally recognized for their knowledge about teacher retention and who are external to the MCS (including a professor of special education at Georgia State University, an expert in strategic planning, and an expert in personnel supply/demand issues).

This Panel is formally designated as the Advisory/Planning Panel since its responsibilities extend beyond strategic planning; it is also referred to as the SPT throughout this report. The names of the Panelists (or SPT members) are listed in the "Acknowledgements" section of this report.

II. PLANING PROCESS

The Strategic Action Plan was developed in Years 2 and 3 through a six-step process whereby the SPT:

- Developed related vision and mission statements.
- Scanned the environment within which the MCS special education program is operating in order to identify key factors, trends, and/or events that could affect attainment of the vision for the MCS special education program and fulfillment of the program's mission.

- Identified and analyzed related problems, barriers, and opportunities.

- Developed goals and outcome-oriented objectives for four major identified strategic issues.

- Identified/developed objectives and strategies for addressing strategic issues, expressed as goals.

- Developed action plans for each specified strategy.

During this process, the SPT met eight times--twice in Year 2 and six times in Year 3. Between meetings, individual SPT members led/held small group work sessions with local stakeholders to obtain input for developing action plans for the strategies formulated by the SPT. All planning meetings and small group work sessions were held in Memphis.

The Gantt Chart presented in Table 8.1 shows the time frame for completing the major strategic planning activities. An overview of the linkages between the planning activities and SPT meetings presented in Table 8.1 is provided below.

- In the first meeting (January 27-29, 1993) a firm foundation for planning was established by providing the SPT with an understanding of the strategic planning process and the purposes and expectations of the SPT. Time lines and decision rules were established, related vision and mission statements were drafted, a plan-to-plan was developed, findings of the Year 1 teacher surveys were reviewed, and the process of scanning the environment for trends, threats, and opportunities that influence the achievement of the goals underlying the draft mission statement was initiated.

- In the second meeting (April 22, 1993), the SPT reviewed and revised the vision and mission statements that were drafted in the January meeting. Environment scanning continued as additional scanning information was both brought to, and expanded in, the meeting. At the conclusion of the meeting, SPT members were encouraged to interact with their peers during May and June in order to obtain (and send to RTI) additional scanning information. The scanning information provided during the meeting, as well as that sent to RTI in May and June, was organized and incorporated into an "updated" scanning summary that was sent to each SPT member in advance of the next (third) meeting.

Table 8.1

Strategic Planning Steps Linked to Planning Meetings

	Strategic Planning Meetings*																							
	1993												1994											
Planning Steps	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**
Develop Vision and Mission Statements	X			X						X														
Scan Environment	X			X						X														
Identify Problems and Opportunities										X	X													
Develop Goals and Objectives											X			X										
Develop Strategies														X		X		X						
Develop Action Plans																X		X					X	

* X = Strategic Team Planning Meeting

- In the third meeting (October 6-8, 1993), the SPT: (1) reviewed the findings of the Year 2 surveys and the environment scan data gathered to date; (2) reviewed the vision and mission statements that had been developed in the January and April meetings, and determined that no changes were needed in either of these documents; (3) identified the major trends, opportunities, and problems related to teacher retention; and (4) used the results of the environmental scan to generate a list of 91 statements of problems/opportunities related to enhancing teacher retention in the MCS.

- In the fourth meeting (November 17, 1993), the SPT reviewed and discussed the 91 identified problem/opportunity statements generated through the environmental scan, and identified nine major problem/opportunity areas. These nine areas were prioritized and the four highest ranking areas were selected as the major areas for strategic planning: (1) Teachers' Working Conditions, (2) School Climate and Conditions, (3) Relationships with the School Mainstream, and (4) Teacher Hiring and Assignment Practices. SPT members were assigned to work teams to draft a goal statement and objectives for each major area.

- In the fifth meeting (February 2-4, 1994), the SPT finalized the goals and objectives, and began developing strategies for achieving the goals and objectives in each of the four broad strategic areas selected for study.

- In the sixth meeting (April 24-26, 1994), the SPT continued developing strategies and began developing action steps for achieving the objectives in each of the four broad areas. Also, the SPT began identifying key stakeholders to involve in developing plans and action steps for implementing specific strategies.

- In the seventh meeting (June 26-28, 1994), the SPT (1) continued developing action plans, (2) finalized a list of 99 key stakeholders to invite to the next strategic planning meeting in order to get them involved in the strategic planning process, and (3) formulated plans for inviting these stakeholders to, and involving them in, the eighth (November) meeting.

- In the eighth meeting (November 8-10, 1994), the SPT met with the 68 stakeholders who accepted the invitation to participate in the planning process. Each stakeholder and SPT member was assigned to one of the four strategic areas in order to (1) review/revise the goals, objectives, and strategies developed to date, and (2) develop specific activities and action steps for implementing each strategy. An SPT member was designated as the leader or facilitator for each of the four groups and, if applicable, the subgroups into which some of the groups divided.

For each action step in the strategic plan, the issue groups: (1) identified the person(s) to be contacted to obtain "authorization" for its implementation; (2) identified leader(s), other responsible persons and participants, for its implementation; (3) estimated the resources required for its completion; and (4) specified its start and completion dates. RTI staff summarized the results of this meeting and prepared a draft of the final strategic action plan. This draft was sent to each SPT member and participating stakeholder for review, suggestion revisions, etc. (The names of meeting participants are listed in Exhibit 8.1, by strategic issue area. For reader convenience, this exhibit has been placed at the end of this chapter.)

III. VISION AND MISSION STATEMENTS

Early in the planning process, the SPT developed vision and mission statements to guide the planning process. The SPT's vision statement sets forth the desired future for the MCS. The SPT's mission statement focuses on personnel, and on improved conditions and policies involving personnel, that will contribute to achieving the overall vision for the schools.

A. Vision

All students in the MCS will have equal access to the most appropriate education which maximizes their learning potential through successful academic/social training that will result in their becoming productive, contributing citizens.

B. Mission

The mission of the strategic plan is to ensure the recruitment and retention of qualified, competent personnel and a teaching force that is ethnically, culturally, and gender balanced. This mission encompasses:

- High performance standards.
- Full and appropriate preservice preparation.
- Continuing development and growth throughout the careers of personnel.

- Working conditions and school climate that will focus on personnel resources and time on effective instruction.

- Incentives that will enhance job satisfaction.

- Concerned involvement with parents, community, churches, business, and industry, in support of effective teachers and schools.

IV. CONTEXT FOR STRATEGIC PLANNING: ENVIRONMENTAL SCAN RESULTS

The environmental scan conducted by the SPT led to the identification of trends that influence the recruitment, retention, and job satisfaction of special education personnel in the MCS. The results of the MCS teacher retention studies (as reported in Chapters 2-7) and a compilation of statistical information pertaining to education in Memphis were among the relevant documents reviewed by the SPT in the scan.

The results of the environmental scan are presented below as twelve clusters of strategic issues. The twelve clusters of strategic issues were combined into four strategic issues for continuing planning. Among the 91 concerns identified through environmental scanning, all but approximately 12 have been subsumed under the final four strategic issues, and have been addressed through objectives, strategies, action steps, and activities of the final strategic plan.

A. Positive Trends

Since the purpose of planning is primarily to identify problems and issues to be addressed, only a few of the identified positive trends are reported below. This does not mean that there are not many positive trends in the MCS, but that the focus of planning has not been on positives. A few of the items in this section are duplicated in Sections B-K.

1. The majority of teachers say that they are satisfied and feel rewarded.

2. Teachers want to stay largely because they enjoy working with students, because of the income and benefits, and because the position is compatible with family considerations. Both special and general educators enter and plan to stay for these same reasons.

3. The district is moving toward site-based management and greater teacher involvement in decision-making.

4. There is a plan for district-wide emphasis on multicultural education.

5. MCS has embraced the concept of inclusion for students with disabilities. Although the entire thrust of this new direction is not year clear, it appears that more students with disabilities will be placed in general education settings by means of Section 504, and that new approaches will be implemented, including site-based management, curriculum changes, cooperative strategies for teaching and learning, and regulations to support the Americans with Disabilities Act in schools. Educational assistants who can give one-on-one reteaching for mastery will be needed, and small groups will become a necessary part of instructional practice.

6. A Strategic Plan is being developed by the Memphis Board of Education; the plan indicates support for many strategies that might be useful for the improvement of special education practice, job satisfaction, recruitment and retention.

7. As one of the Great City Schools, Memphis participates in school improvement practices supported and reported by the Council of the Great City Schools.

B. Personnel At Risk

8. Approximately one-third of the special education and general education teachers in the MCS plan to leave their current positions within 3 years and are considered to be at risk of leaving, and approximately 8 to 10 percent want to leave as soon as they can.

9. Attrition rates among special educators and general educators are almost the same.

10. The number of special educators who definitely plan to leave special education teaching is similar to actual teacher attrition.

11. Among special educators in Memphis, 25 percent report being either somewhat dissatisfied or very dissatisfied with their jobs, as compared with 15 percent in the general education force.

12. Special educators reported significantly less desire than general educators to remain in the MCS, their teaching field, and the teaching profession. Special

educators also reported lower commitment to the teaching profession, their teaching fields, and the MCS than their counterparts in general education.

13. Only a small percentage of general and special education teachers who leave the MCS plan to leave the education field.

14. Special education teachers at particular risk of leaving included early career teachers, White teachers, and male teachers.

15. White teachers left their MCS classroom positions at higher rates than African American teachers and report lower levels of job satisfaction than do African American teachers.

16. A large proportion of L/Resource teachers and B/ED teachers are at risk of leaving; it may become necessary to replace up to one-third of these personnel.

17. Teachers in the areas of vision, hearing, and trainable mental retardation may be at a lesser risk of leaving.

18. Speech personnel and teachers of gifted/talented students do not generally appear to be at risk of leaving.

19. There are too few male teachers in special education.

C. Quality of Personnel

20. Retention practices should include clearing out or improving personnel who are not competent.

21. Although 17 special education teachers are currently on waivers, this does not indicate a shortage of available personnel. Rather, teachers will be hired on waivers when credentialed graduates are available, and some inferior teachers are reassigned out of field, rather than hire a fully qualified teacher. Teachers not adequately prepared for their work will often become dissatisfied or leave. These teachers and inferior teachers may have a negative impact on children's achievement.

D. Teaching Conditions

22. In many cases, teachers have too great a range and diversity of disabilities, levels of disability, and learning needs per classroom group. There are perceptions that

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some special education classes are used as dumping grounds, rather than constructed for the greatest effectiveness and efficiency of instruction and learning.

23. Class loads and case loads are excessively large. But examining class loads is not sufficient to understanding this problem; the composition of the caseload (e.g., severity, age range, scheduling) and the support provided (aides) are also important case or class load factors to consider.

24. As of 1992-93, the following teacher/pupil ratios were noted: EAR/MR, 1 teacher to 33 students; speech/language impairment, 1 to 51; CLUE, 1 to 32. Noted among teacher assistant/pupil ratios were: LD (CC & IF), 1 assistant to 222 students; EMR/TMR, 1 assistant to 67 pupils; visual impairments, 1 assistant to 45 pupils.

25. Some special education teachers have been given dual or multiple school assignments. These teachers typically have an assignment at one school in the morning and another in the afternoon. This staffing pattern is questioned.

26. A clear pattern across studies is that the primary work problems and issues of special educators centered around feeling overburdened due to excessive responsibilities (e.g., high class loads, paperwork) and the lack of resources.

27. The supply of instructional materials and equipment is not adequate.

28. Career ladders are in place for teachers, but there are few, if any, extra incentives such as additional vouchers for supplies, salary supplements, public or professional recognition, or other large and small ways to show teachers that their efforts are seen as successful.

29. There are not enough teachers' aides.

30. General educators reported relatively high satisfaction levels with the resources available to them, as compared with special educators.

31. Among teachers who stayed, the most frequent reasons for staying were support from administrators and colleagues, and intrinsic rewards of teaching. Coupled with other, negative findings, this suggests that administrator responses to special educators vary widely across the district.

E. School Climate and Conditions

32. Consideration for teachers' working spaces is also necessary; there are several schools where classes are held on the auditorium stage.

33. Most classroom teachers feel that they have a fair amount of control over what they do in their classrooms, but fewer (especially special educators) believe that they can influence school policies.

34. Parental involvement in special education is insufficient.

35. Twenty-five percent of teachers believe that they are not safe in their schools.

36. Forty percent of teachers report low morale among the staff at their schools.

37. Teachers are concerned about problems of student discipline in their schools.

38. Teachers report a significant incidence of student non-attendance, tardiness, and cutting classes.

39. There is delinquency among adolescents with disabilities, raising issues about discipline and about inclusion. More alternative programs are needed, from the elementary level to the secondary level.

40. More general education teachers than special education teachers perceive positive attitudes toward special education.

41. The primary reasons that teachers want to transfer to another school are school location and degree of administrative support.

42. Some inner city schools are very unpopular as teacher placements.

F. Relationships With the School Mainstream

43. Teachers express a need for greater administrative understanding of and support for their work in special education.

44. There has traditionally been a lack of collaboration between and among programs in single school buildings or across the district. Each program has been an island. There are many barriers that separate and fragment programs.

45. Special education teachers express feelings of isolation and exclusion from the mainstream personnel and activities of the school. Special education teachers are seldom asked to be part of their schools through committee work, decision making, and other forms of involvement and inclusion in school programs.

46. Special educators report a lower level of colleague support than do general educators.

G. Inclusive Education

47. A large proportion of students in the MCS may be described as "difficult to teach," and needing specialized instruction. Students with disabilities are part of this group, which also includes disadvantaged students, children and youth affected by substance abuse or fetal substance exposure, students with divergent cultural and linguistic backgrounds, and others. Specialized instruction no longer pertains primarily to students with disabilities.

48. Among students in the MCS in 1990, 54.2 percent were eligible for free or reduced price lunches; 9.7 percent were classified as having disabilities; and 0.5 percent were classified as limited-English-proficient. Memphis enrolled 22.3 percent of the state's public school students classified as poor, 15.4 percent of the state's students classified as limited-English-proficient, and 10.8 percent of the state's students classified as having disabilities. Data are not available on students affected by substance abuse, fetal substance exposure, attention deficit disorder, and other conditions that may not be classified.

49. There are bureaucratic and regulatory barriers to bringing different types of students together under one teacher.

50. Stronger cooperative linkages are needed between education, mental health, social services, and other services for children.

51. MCS has embraced the concept of inclusion for students with disabilities. Although the entire thrust of this new direction is not year clear, it appears that more students with disabilities will be placed in general education settings by means of Section 504, and that new approaches will be implemented, including site-based management, curriculum changes, cooperative strategies for teaching and learning, and regulations to support the Americans with Disabilities Act in schools. Educational assistants who can give one-on-one reteaching for mastery

will be needed, and small groups will become a necessary part of instructional practice.

52. The emphasis on inclusion makes it appear that some personnel will be assigned through this restructuring, but the nature of such personnel changes is not clear.

53. Under the new administrative structure, one Associate Superintendent will be in charge of vocational education, general education, and special education.

54. More general education teachers than special education teachers believe that general education is capable of teaching students with disabilities.

55. There is too much reliance on labeling: categorical, medical, functional, instructional, language, and cultural.

56. Questions have arisen about assigning Carnegie units in special education.

57. There is delinquency among adolescents with disabilities, raising issues about discipline and about inclusion. More alternative programs are needed, from the elementary level.

H. Bureaucratic Requirements and Central Office Issues

58. Problems with administrators, particularly central office administrators, were reported by special educators during the Screening and Influencing Factors Study. About 25 percent of special educators leaving their positions indicated that inadequate support from central and building administrators was an important contributor to their decision to leave.

59. System and bureaucratic factors appear to have contributed more heavily than school factors to special education attrition. Although most special education teachers said they enjoyed working in their schools and positions, significantly fewer recommended the MCS as a good place to teach.

60. The multiple requirements of federal, state, local, and school policies have a negative impact on teachers.

61. There are issues about the level of knowledge of special education among members of the central office staff.

62. Problems with administrators, particularly central office administrators, were reported by special educators. About 25 percent of special educators leaving their positions indicated that inadequate support from central and building administrators was an important contributor to their decision to leave.

63. The developing Strategic Plan of the Memphis Board of Education suggests that regulatory barriers be identified and removed.

64. Communication problems exist across the layers of the school district. Generally, neither general nor special education teachers are well aware of district plans, directions, and desired outcomes, nor are they invited to have input.

65. Teachers have excessive paperwork. Both general and special educators report excessive paperwork, but special educators cited this issue more frequently than did general educators. In 1990-91, nearly 25 percent of special educators gave paperwork as a major reason for desiring to leave. About 25 percent of the special educators who exited in 1990-91, 1991-92, and 1992-93 said paperwork was an important reason for leaving. In the Influencing Factors Study, they cited many different aspects of the paperwork problem, including: having too much of it; too little time to complete it; and unnecessary, redundant, and inconsistent requirements. Teachers indicate that paperwork interferes with their teaching. Thirty-five percent of special educators and 12 percent of general educators employed in 1992-93 cited paperwork as one of their most pressing problems. Whenever teachers were given an open-ended opportunity to express their greatest frustrations on questionnaires, paperwork was sure to emerge as one of their greatest frustrations.

66. The paperwork of personnel with large class or case loads is multiplied by every additional student that they have.

67. Teachers often cite the six-week IEP update requirement as a tremendous waste of time and producer of paper work.

68. There is an excessive and growing administrator workload.

69. There is too much reliance on labeling: categorical, medical, functional, instructional, language, and cultural.

I. Teacher Hiring and Assignment Practices

70. Teachers express dissatisfaction with their assignments (class, category, or school building) but have no power over or part in decisions about their assignments.

71. The most frequent reason for planning to leave and actually leaving among special educators is dissatisfaction with the teaching assignment. This finding was consistent among the three years of exiter data and the comprehensive study.

72. Among teachers who intend to leave their positions in three years, special educators cited dissatisfaction with their assignment as a reason more frequently than general educators cited this reason.

73. About 20 percent of both special and general educators want to transfer to schools within Memphis. Many want to move from inner city to urban schools and to schools where a higher socioeconomic status is represented.

74. There are variations across the district as to whether or not the special education supervisor or school principal participates in hiring decisions.

75. Teachers are given four-year assignments to a school; if they reject a school assignment, they are advised to "join the surplus."

76. The agreed-upon seniority system dictates that veteran teachers are assigned or re-assigned first. New graduates are often put into the toughest assignments. These new teachers receive their assignments late in the summer and do not receive adequate support in their first year.

77. The August scheduling of teacher assignments brings about a loss of new graduates to the MCS.

78. Although 17 special education teachers are currently on waivers, this does not indicate a shortage of available personnel. Rather, teachers will be hired on waivers when credentialed graduates are available, and some inferior teachers are reassigned out of field, rather than hire a fully qualified teacher. Teachers not adequately prepared for their work will often become dissatisfied or leave. These teachers and inferior teachers may have a negative impact on children's achievement.

J. The Supply of New Personnel

79. It is necessary to produce and/or attract more new graduates for special education careers in Memphis.

80. Memphis State University is the primary source of new special education teachers for the MCS. In the early 1980's, Memphis State produced 3 to 5 special education graduates per year. As of fall 1992, across three graduations annually, Memphis State was producing 30 to 40 special educators with undergraduate degrees per year, and 8 to 10 special educators with graduate degrees (MAT) per year; many more graduates are in the pipeline. Still, this is not a sufficient supply of new graduates to meet the needs of the MCS.

81. The graduate enrollment in special education preparation at Memphis State University is approximately 40 percent African American. Among undergraduates in special education, only six current students are male; at the graduate (MAT) level, four students are male. The grade-point average of special education trainees at Memphis State University has been increasing rapidly, and many bachelor's graduates, including men, are returning to the graduate program.

82. There is a shortage of trained paraprofessionals.

K. Continuing Professional Development

83. There is a lack of professional pride among teachers in the MCS.

84. Special educators in Memphis report higher levels of stress than do general educators. Teachers believe they are held responsible for bringing about results over which they have no controlling influence. There is genuine anxiety about discipline, compliance, possible law suits, administrative hearings, and other legalistic potentials.

85. Teachers express a need for greater administrative understanding of and support for their work in special education.

86. Compared with other aspects of work (e.g., parents, resources), administrators received relatively high ratings from special educators. However, if the administrator-teacher relationship is strained, the teacher will likely look for other situations.

87. The relevance of inservice is questioned.

88. Guidance counselors need training in order to work effectively with students who have disabilities.

89. The movement toward inclusion of students with disabilities will require extensive and intensive re-education and staff development. Although inservice resources are limited, the changes that are contemplated suggest the need for massive inservice across the entire system, including central office administrators.

90. The developing Strategic Plan of the Memphis Board of Education includes: development of "a system-wide staff development process, based on the individual needs of all employees, which focuses on leadership enhancement, risk-taking, experimentation, empowerment, and innovation." The plan also speaks to supporting the staff development process by providing appropriate resources, and communicating and sharing successful, innovative practices.

L. Long-Term Planning

91. Annual attrition rates among special education teachers in the MCS were 6.6, 7.0, and 8.7 percent for 1990-91, 1991-92, and 1992-93, respectively. This is lower than many reported attrition rates, but, if similar exit rates continue, Memphis will have to fill special education vacancies up to one-third of current positions over the next five years.

SUGGESTION: The MCS should establish and support a local Comprehensive System of Personnel Development (CSPD), to involve a participatory planning committee and to provide leadership and system-wide coordination and recommendations for: needs assessment; inservice training; preservice training; adoption/dissemination of promising practices; and technical assistance. Such efforts also commonly include development, recruitment, and retention of personnel. Although the CSPD is a requirement of special education law, it would be useful for the Memphis effort to encompass the entire education community.

V. STRATEGIC ISSUES

Most of the 91 problem/opportunity statements that resulted from the environmental scan were grouped into nine major problem/opportunity areas. Using the Vision and Mission statements as "guides," the SPT reviewed, discussed, and prioritized these nine areas in terms of their perceived importance in maintaining the district's vision and fulfilling its mission. These nine areas are listed below in *descending* order of importance.

- Teaching Conditions.
- School Climate and Conditions.
- Relationships with the School Mainstream.
- Teacher Hiring and Assignment Practices.
- Continuing Professional Development.
- Inclusive Education.
- Bureaucratic Requirements and Central Office Issues.
- Supply of New Personnel.
- Long-Term Planning.

Subsequently, the SPT agreed that most of the identified trends and concern could be regrouped and addressed within four strategic issues, which became the basis for four strategic planning papers. Each paper expressed a major strategic issue, with a set of goals, objectives, strategies, and action steps designed to bring about positive outcomes whose desirability was implied by environmental scanning. These four strategic issues included all but 12 of the 91 problem/opportunity areas identified through the environmental scan.

The four identified strategic issues are presented below. The goals, objectives, strategies, and action steps that the SPT developed to address these issues are presented in Section VI.

A. School Climate and Conditions

Many special education and general education teachers are dissatisfied with their careers and tend to leave because they work in a poor school climate, usually generated by low morale, unsafe school environment, lack of student discipline, absence of alternative programs, and poorly maintained buildings. Therefore, strategies need to be developed that address these problems.

B. Working Conditions of Personnel in the Schools

It is a priority to improve the teaching conditions for special educators in the MCS in order to enhance the learning conditions for students with disabilities. Opportunities for the MCS to recruit and retain the most qualified and competent teaching force include: (1) lessening the range and diversity of disabilities per classroom by constructing the classroom for the greatest effectiveness and efficiency of instruction and learning; (2) examining the composition of caseloads (severity, age range, scheduling) and providing an appropriate staffing pattern of teachers and aides; and (3) providing adequate instructional materials, equipment, and resources for teachers to use with students to maximize their learning potentials.

C. Relationships Within the School Mainstream Among All Programs and Personnel

Improved communications, support, and understanding from colleagues and administration are needed in order for educators to achieve collaborative inclusion of all children and youth in the total school program. The outcomes and opportunities that surround this issue suggest that: (1) improved and increased channels for communication, support, and networking can be opened and developed throughout the schools and school system; (2) heightened and enhanced self-esteem and morale for educators can be accomplished; and (3) improved appropriateness and comprehensiveness of programs for children and youth can be achieved.

D. Personnel Employment, Assignment, and Professional Development Policies and Practices

Any efforts to correct or increase retention rates among education personnel should include a serious review of current employment, training, and assignment practices. Among the areas where adaptation could be made in the MCS are: (1) restructuring employment policies in order to fill vacancies by July 1; (2) increasing the MCS' competitive edge in attracting new teachers; (3) increasing job satisfaction and commitment through new parameters relating to class assignment; and (4) greater support for new teachers.

VI. STRATEGIC PLAN FOR PERSONNEL RECRUITMENT, RETENTION, AND PROFESSIONAL DEVELOPMENT IN THE MEMPHIS CITY SCHOOLS

In November 1994, the SPT was joined by 68 stakeholders from the MCS (including central office and school administrators, general and special education teachers, and related services personnel), Memphis Education Association, Memphis State University, the Tennessee Department of Education, parents, and others from the community for an intensive review and final revision of the four strategic issue papers. The stakeholders also worked with SPT members to identify specific implementation activities, those who should authorize and implement the activities, and suggested time frames, as appropriate.

Following this meeting, the four issue papers were merged into a draft Strategic Plan that was submitted to stakeholders and SPT members for final review. Feedback from that review was incorporated in the final Strategic Plan.

An abbreviated version of the final Strategic Plan is presented below. This version shows goals, objectives, major strategies, and action steps for each of the four strategic issues. The complete Plan was published as a separate document, entitled *Strategic Plan for Retaining and Supporting Qualified Special and General Education Teachers in the Memphis City Schools*, was delivered to the MCS. The complete Plan includes the following information for each action step: statements of specific implementation activities, the names and/or titles of those responsible for authorization and implementation, and implementation time frames. It also refers to the continuation of certain activities that were initiated by MCS while this project was evolving.

A. School Climate and Conditions

Goal A: To improve the school climate for general and special education teachers in the MCS system.

Objective A-1: To increase parental involvement.

Strategy A-1-1: Enlist parents to serve in school-related activities, by encouraging principals to take the following steps.

A-1-1-1. Appoint parents to committees and enlist them as volunteers.

1. Establish a Special Education Parent Support Group at the school level (with ties to the Parent Advisory Board).
2. Appoint a Parent Liaison to work with all families of students enrolled in each school.
3. Encourage principals to make parents and teachers of special education students, and the students themselves, part of the total school program.
4. Ask parents to complete a school volunteer form at registration.

A-1-1-2. Encourage all staff members to increase parental involvement in the full range of school-related activities.

1. Conduct a parent involvement assessment.
2. Educate parents about the opportunities available for involvement.
3. Use the Parent Liaisons to assist in planning for transportation (such as car pools for parents who need them).
4. Send newsletters to parents on the same day of each week.

Objective A-2: To increase administrative support for personnel.

Strategy A-2-1: Develop training and experiences for administrators.

A-2-1-1. Provide workshops for administrators on rules and regulations concerning education of children who have special needs (e.g., development, implementation, and monitoring of each student's Individualized Education Plan [IEP]).

1. Make training for principals available to update them on the Federal and State regulations regarding special education.

2. Develop training through the district's Teaching/Learning Academy.

3. Use principals who have effective special education programs in place as training presenters.

4 Provide a series of training videos (e.g., M-Team, special education rules and regulations).

A-2-1-2. Provide administrators with experiences that will assist them in understanding their role as a support system for teachers.

1. Include a principal, assistant principal, general education teacher, and special education teacher as part of the monitoring of special education records.

2. Provide teachers with a mentor (a senior teacher) to give them added support.

3. Provide workshops on teacher support systems for all administrators: principals, supervisors, assistant principals.

4. Provide release time for in-school and out-of-school visits for cross-training of skills.

5. Examine existing programs and strategies by using Total Quality Management procedures from business and industry.

6. Include questions on the Principals' Evaluation instrument to address the special-needs population (e.g., "What have you done to promote or enhance opportunities for special children?").

7. Provide a brochure describing all of the services available for exceptional children.

8. Formulate a committee to investigate the efficiency of the process for requisitioning forms, materials, and supplies.

A-2-1-3. Expand the ongoing communication network among administrators, teachers, and support personnel.

1. Establish regularly scheduled sharing sessions among principals, teachers, and support personnel in each school.
2. Provide a phone mail and electronic mail communication network.
3. Publish a special education newsletter for all MCS staff.

Objective A-3: To improve school safety.

Strategy A-3-1: Increase the skills and confidence of teachers in dealing with school safety issues.

A-3-1-1. Continue current initiatives in place that are supported by the Districtwide Safety Committee and Site-Based Safety Committee, such as:

1. Site-based assessment.
2. Crisis intervention training.
3. Conflict resolution training.
4. Peer mediation.
5. Parent patrol.
6. Weapon watch.

B. Working Conditions of Personnel in the Schools

Goal B: To improve teaching conditions.

Objective B-1: To lessen the range and diversity of disabilities per classroom or case load in special education.

Strategy B-1-1: Reduce the excessive diversity of student needs in special education classes.

B-1-1-1. Ensure the assignment of a full-time Resource Teacher to each school, with an appropriate caseload.

1. Create a task force to study caseloads and make recommendations.
2. Report recommendations to the MCS School Board so that recommendations can be forwarded to the State Legislature.

B-1-1-2. Continue to reduce the use of multicategorical classes.

1. Study the Division of Exceptional Children's student demographics.
2. Provide expertise at the M-Team to help make programming recommendations on students.
3. Find teachers who are willing to teach multicategorical classes.

Strategy B-1-2: Increase the enrollment of students with disabilities in general education.

B-1-2-1. Continue to work with the State Department of Education study commission to develop recommendations on this issue.

1. Request an MCS staff person to be a liaison between the MCS task force (see B-1-1-1) and the study commission of the State Department of Education.
2. Arrange for the MCS staff liaison person to report back to the MCS task force.

B-1-2-2. Establish a study committee within the MCS, to include special and general educators, representatives of the Memphis Education Association and special education organizations, the school superintendent, and others, to develop recommendations on this issue.

1. Select five sites for inclusionary practices.

2. Work with the University of Memphis research team to determine inclusionary strategies and overall effectiveness of inclusion.

Strategy B-1-3: Decrease the frequency of using special education as a "dumping ground."

B-1-3-1. Establish more alternative schools at all school levels.

1. Expand alternatives for serving troubled students.
2. Develop four alternative schools, located strategically.
3. Include Division of Exceptional Children students in the 7th grade alternative school plan, and in any other alternative programs that are developed.
4. Establish a uniform, systemwide in-school suspension program consistent with the MCS Code of Conduct.

B-1-3-2. Review placement policies and practices, especially to determine whether each child is appropriately placed.

1. Designate personnel to review MCS policies and practices for appropriate placement.
2. Arrange for designated personnel to share findings with the MCS supervisory staff (Division of Exceptional Children) for monitoring the placement of students with disabilities.

B-1-3-3. Provide training for school personnel which would lead to better understanding of eligibility requirements.

1. Provide inservice training from the Teaching/Learning Academy for select groups of principals, counselors, general education teachers, and special education teachers.
2. Continue monthly training of special education teachers.

Objective B-2: To provide an appropriate staffing pattern for teachers and teachers' assistants

Strategy B-2-1: Consider a weighted formula according to disabilities (each class's enrollment figures reflect the severity of handicaps).

B-2-1-1. Continue to work with the Memphis Education Association task force to develop a weighted formula, with representation from the MCS, Memphis Education Association, special education and related service organizations, and parents.

1. Survey special education teachers to obtain information on staffing patterns for students with disabilities.

2. Provide survey information to the Memphis Education Association task force that is developing the weighted formula.

3. Share information from the task force with special education teachers.

B-2-1-2. Collaborate with organization representatives, parents, teachers, and advocates to lobby the State Legislature on this issue.

1. Attend forums.

2. Write letters to legislators.

3. Work with local legislators.

Strategy B-2-2: Encourage the State to move forward with an integrated formula that covers all general and special education personnel, as a unified planning activity.

B-2-2-1. Request the State to convene a committee for study and policy recommendations on staffing loads, age limits, and grade range of pupils.

1. Create a task force to study caseloads, age limits, and grade ranges and make recommendations (see B-1-1-1).

2. Report recommendations to the MCS Board of Education so that recommendations can be forwarded to the State Legislature and State Board of Education.

Strategy B-2-3: Lobby the State Legislature for full funding for the implementation of special education laws.

B-2-3-1. Establish a lobbying activity on State special education laws and funding, with representation from the Memphis Education Association, special education and related services organizations, the Tennessee Department of Education, and others.

1. Contact MCS and Tennessee Education Association lobbyists to develop a plan of presentation to the State Legislature.
2. Improve dissemination of information from lobbyists to the school district.
3. Develop an information campaign to gain support from parents.
4. Develop a plan to gain support and consistent effort from all school systems in the state.

Objective B-3: To provide adequate instructional materials, equipment, and resources.

Strategy B-3-1: Eliminate inequities in materials, equipment, and resources among schools in the district.

B-3-1-1. Encourage administrators to abide by established guidelines for the allocation of textbooks, materials, and equipment.

1. Provide classroom materials and equipment set-up for new classes and teachers.
2. Establish inventory control when teachers exit.
3. Develop standards for curricular materials to supplement regular class texts for special education students.
4. Review distribution guidelines for texts, materials, and equipment.
5. Move aggressively to train and employ a systemwide grant writer for special education, including workshops to motivate and point teachers to grant sources, provide grant lists, and otherwise stimulate school-based projects.

B-3-1-2. Identify schools and principals that are remiss in following laws, regulations, and policies, and/or that are remiss in creating a supportive and equitable environment for special education--and work for change among these schools and principals.

1. Compare inventories and survey special education teachers on classroom locations, resources available, and other responses, in order to monitor and communicate services for students with special needs.
2. Distribute/administer principal's self-evaluation checklist.
3. Carry out school site visits to monitor compliance.
4. Develop a procedure to enable teachers to report problems, with a guarantee of anonymity and without repercussions.

B-3-1-3. Establish task forces of parents and teachers to improve special education environments in schools.

1. Assign the development of the special education teacher survey and principals' self-evaluation checklist (see B-3-1-2) to these task forces.
2. Involve task forces in school site visits.
3. Elicit task force recommendations for improvements.
4. Advocate for equitable treatment of teachers and students.

Strategy B-3-2: Provide adequate and appropriate textbooks, materials, and equipment for instruction of all students, including students in special programs.

B-3-2-1. Conduct a needs assessment to determine the needs of teachers and students for textbooks, instructional materials, and equipment.

1. Develop a funding formula to include such factors as amount of time in special education services (resource versus CC programs).
2. Develop survey instruments focusing on essential areas (e.g., reading, communication skills, math) and customize survey instruments to address specific special needs. (Possibly combine this step with the survey described in B-3-1-2).)

3. Conduct an initial survey, and then repeat it annually.

B-3-2-2. Follow through on the results of needs assessment by providing textbooks, instructional materials, and equipment to each school.

1. Prioritize findings from the needs assessment.

2. Compare results on the basis of program type (regular, resource, CC), intra-classification, and intra-district.

3. Identify long-range versus short-range needs.

4. Communicate with and seek support from outside agencies (Arc, LDA, UCP, etc) for assistance in seeking funding from Federal, State, and local sources.

B-3-2-3. Ensure that training needs associated with new curriculum materials and equipment are met through the Teaching/Learning Academy, so that teachers can provide instruction at appropriate levels to meet the needs of students.

1. Coordinate inservice programs with the University of Memphis to provide continuity between preservice and inservice training.

2. Promote joint inservice activities for general and special education teachers.

3. Evaluate new materials and equipment in practice prior to adoption.

B-3-2-4. Develop a special education textbook list that will allow special education personnel to order textbooks in the same manner that general educators order textbooks.

1. Order alternative materials (e.g., high interest/low vocabulary).

2. Investigate the availability of appropriate texts.

3. Provide adequate in-class reading materials, appropriate to multiple levels.

4. Disseminate text lists to teachers.

5. See funding formula, item B-3-2-1.

6. Provide each student with texts for each subject.

Objective B-4: To enable all personnel to make curricular decisions and adaptations that meet the needs of each student.

Strategy B-4-1: Provide training in curriculum adaptations.

B-4-1-1. Train personnel to focus on learner characteristics and matching of delivery systems necessary to meet students' needs.

1. Contact the University of Memphis for information on learner characteristics and recommended adaptations.

2. Evaluate the preservice training program in general education for teachers and administrators for its adequacy in curriculum adaptations.

3. Provide inservice training for general education personnel in adapting curriculum to meet special needs in their programs.

4. Provide joint special education/general education inservice to increase understandings of learner characteristics.

B-4-1-2. Accommodate the two-path curriculum in personnel training and classroom implementation.

1. Provide inservice for counselors and administrators to interpret the two-path curriculum.

2. Provide inservice on the M-Team and its functions, including the relationship of the IEP to the general curriculum.

3. Develop policy statements that inter-relate the M-Team, IEP, ITP, and two-path curriculum.

Strategy B-4-2: Establish working committees in each disability category to identify learning expectations (outcomes).

B-4-2-1. Develop curricular frameworks for instruction.

1. Locate and evaluate current MCS curricula for adequacy in meeting special needs.

2. Revise and adapt current curricula for special needs, as necessary.

B-4-2-2. Develop adapted general education and functional curricula.

1. Create a policy for adapting general curricula to address special needs.

2. Ensure that functional outcomes are included in the policy.

3. Include IEP adaptations that ensure the inclusion of functional outcomes.

4. Use Career Ladder teachers to model effective adaptations.

B-4-2-3. Develop instructional strategies guides for implementing curricula.

1. Identify alternatives to current strategies to maximize outcomes for all learners.

2. Publish and disseminate alternative strategies to educators.

Objective B-5: To reduce stress and burnout among personnel.

Strategy B-5-1: Reduce the demands on teachers' time required for paperwork.

B-5-1-1. Assign to each school a clerical assistant for special education programs, with emphasis on more efficiency and accuracy of paperwork.

1. Hire a clerical assistant for each school.

2. Train clerical assistants.

B-5-1-2. Study the forms used for special education reporting, and prepare a sample or model of all forms as they are when completed properly.

1. Utilize the special education handbook as a source.

2. Study forms to streamline the process for meeting Federal and State requirements.

3. Prepare samples of completed forms.

4. Use existing technologies to expedite forms completion.

B-5-1-3. Adhere to the Superintendent's July 1993 memorandum ruling out teachers as M-Team Chairpersons.

1. Enforce adherence to the July 1993 memorandum.

B-5-1-4. Request the State Department of Education and MCS to review and reduce paperwork requirements.

1. See the action steps and related information under B-5-1-2.

Strategy B-5-2: Provide inservice education and information on instruction for children with disabilities, developed by the special education administration, to general educators in every school.

B-5-2-1. Make a videotape of special education practices, to be shown in every school.

1. Identify components of per-referral to placement, including criteria for all disabilities.

2. Identify participants to demonstrate appropriate instruction.

3. Produce the videotape.

4. Show the videotape as part of inservice and Teaching/Learning Academy programming.

B-5-2-2. Prepare brochures on special education in the MCS, for distribution to general educators, on special education procedures, including: the principal's responsibility; referral procedures; the role and function of the M-Team; instructional techniques for special students; working with resource personnel; and using Individualized Education Plans (IEPs).

1. Review the Special Education Manual to identify brochure information.

2. Condense and simplify the information for brochure purposes.

3. Include parents' rights information in the brochure.

Strategy B-5-3: Ensure that general educators follow Individualized Education Plans in expectations of students, curriculum, grading, and so on.

B-5-3-1. Print manuals for general educators on special education guidelines for grading, adaptive instruction, following IEP requirements, graduation requirements, other requirements.

1. Review the Special Education Manual to identify relevant information for this purpose, with emphasis on the IEP adaptation section.
2. Establish system guidelines for grade reporting to ensure consistency among schools.

Objective B-6: To improve teachers' morale.

Strategy B-6-1: Provide ways to recognize and give awards to various teachers.

B-6-1-1. Survey teachers in general and special education to identify their outstanding peers.

1. Develop survey and criteria for nominating teachers.
2. Set up awards program to recognize general education teachers, special education teachers, teaching assistants, and administrators who exemplify support for special needs.

B-6-1-2. Encourage local civic and service clubs to sponsor awards for teachers.

1. Establish task forces to set up procedures for awards.
2. Implement a plan of action for annual awards.

Strategy B-6-2: Encourage teachers to join and become active in professional organizations.

B-6-2-1. Reinforce teachers who participate in professional organization activities, through awarding staff development hours, certificates, etc.

1. Establish a system of rewards and recognition for (a) participation in professional organizations, (b) staff development credit, and (c) outstanding community involvement.

2. Conduct an awards banquet to recognize outstanding general education and special education teachers for exemplary support of special-needs students.

B-6-2-2. Invite professional organizations to send representatives to visit schools and involve teachers.

1. Encourage special education teachers to join the Memphis Education Association's Caucus on Special Education.

2. Invite professional organizations' staff and officers to visit various programs in special education to publicize and promote participation and to project a positive image.

Strategy B-6-3: Counteract the effects of student discipline problems on teacher morale.

B-6-3-1. Organize a task force to study and identify the most effective forms of student discipline used in the schools.

1. Encourage each school to review discipline procedures, comparing general education and special education populations.

2. Publish and disseminate results of the review of discipline procedures.

3. Acquire State Department of Education guidelines for discipline of disabled populations in the schools to ensure local compliance.

B-6-3-2. Ensure that each school implements the MCS Code of Conduct.

1. Enforce and monitor compliance with the MCS Code of Conduct.

B-6-3-3. Communicate the need for, and enlist parental support and agreement with, school discipline rules and consequences.

1. Have each school organize a Parent Council to review school discipline rules and make recommendations.

2. Develop a communication vehicle directed toward parents.

B-6-3-4. Provide training for teachers and administrators in school discipline for students with disabilities, and in classroom management skills for teachers and teacher assistants.

1. Schedule annual required inservice training for building-level administrators, teachers, and teachers' assistants.

2. Provide training for supervisors on ways to assist teachers with classroom management skills.

C. Relationships Within the School Mainstream Among All Programs and Personnel

Goal C: To achieve a consensus attitude and collaborative willingness among all school personnel in support of an inclusive learning environment.

Objective C-1: To improve communication among all school personnel, administration, and the community concerning children and youth with special needs.

Strategy C-1-1: Establish system-wide policy, procedures, and practices on communication

C-1-1-1. The Site-Based School Leadership Council will develop and implement communication procedures which encompass information, interactions, and activities that *bring personnel together*.

1. Provide workshops and training at the school building level for School Leadership Councils and other school personnel on effective school communication processes and skills.

2. Include training as part of the local School Improvement Plan.

3. Evaluate the local School Improvement Plan for these values.

C-1-1-2. Initiate communication links through computer networks, newsletters, and other means.

1. Continue with expansion of the 21st Century Classroom concepts.

2. Improve and expand computer training for all personnel.

3. Continue to update technology used in computer training.

4. Publish and distribute, to all locations, the descriptions and locations of programs and classes under the Division of Exceptional Children.

5. Publish and distribute a directory of MCS personnel and locations.

6. Publish and circulate to all personnel the location and telephone numbers of support systems/personnel for new teachers/new assignments, and other personnel, as needed.

C-1-1-3. Provide information to all personnel on State and Federal laws and policies that govern programs for the education of children and youth.

1. Ensure that all personnel are aware of, and have access to, State and Federal laws and policies governing the education of children and youth.

2. Designate a person or persons within the district to be responsible for the interpretation of laws and regulations for purposes of consistency.

3. Include information on State and Federal laws and policies in the MCS Policies and Procedures Manual.

Strategy C-1-2: Include articles on inclusion in the MCS Pathways publication to disseminate information from the Central Office Administration, local schools, community agencies, and best practices from other districts.

C-1-2-1. Assign each school's communication representative to meet with the District's Director of Communication to identify types of information to be disseminated and to develop procedures for ongoing communication through this publication.

1. The Division of Exceptional Children will develop a definition of "inclusion" and a plan for implementing inclusion as defined (with examples).

2. Meetings between schools' communication representatives and the MCS Director of Communication will be used to identify information needs and local promising practices.

Objective C-2: To enhance understanding, support, and team work among all teaching and support personnel, the administration, and the community.

Strategy C-2-1: Emphasize commonalities among the practices of general education personnel and personnel in special programs (e.g., special education, Chapter 1, bilingual education, etc).

C-2-1-1. Provide professional development and experiences for all personnel and the community, specifically regarding commonalities and differences across the spectrum of educational services, and greater opportunities for personnel to share ideas and strategies across programs in the school building and across the district.

1. Develop a rationale statement for observation in one's own school and in other schools.
2. Enable teachers to observe in other classrooms.
3. Enable teachers to observe in programs in other schools.
4. Ensure that school administrators teach and/or assist with classroom duties on a regular basis, in order to more fully appreciate teachers' responsibilities.
5. Invite higher education faculty members to attend and facilitate training in local schools.
6. Develop reciprocal teaching between higher education faculty and classroom teachers.
7. Develop a collaborative team problem-solving model for each school.
8. Encourage instructional configurations that bring teachers together (e.g., team teaching among general and special education teachers).
9. Develop a process for per-placement to facilitate transition (e.g., observation and sharing of information).

Strategy C-2-2: Ensure that all programs and activities are accessible to all students and personnel within each school.

C-2-2-1. Include compliance with special program regulations concerning accessibility, as a component of the evaluation of school building administrators.

1. Ensure that all programs and activities are physically accessible to all students.

2. Ensure that all programs and activities present opportunities for participation by all students and teachers.

3. Include a component in the School Improvement Plan that documents compliance with equal access for all students.

C-2-2-2. Foster peer relationships that cross barriers of language, disability, and culture.

1. Plan a week of activities that promote awareness of barriers involving language, disability, and culture.

2. Implement a buddy plan at the school level to foster peer relationships.

C-2-2-3. Encourage teachers to work on collaborative committees and extracurricular activities that depart from their routine assignments (e.g., a teacher of students with mental retardation acting as chairperson of the schoolwide spelling competition, or a general education teacher as chairperson of an adapted sports competition).

1. Determine which committees are necessary in the school and appoint staff members to serve on collaborative committees on a rotation schedule, including determination of the length of time each member will serve on a committee.

2. Provide school time for committee meetings.

Strategy C-2-3: Assure the location of special education services, classrooms, and personnel within the age-appropriate general population of each school.

C-2-3-1. Facilitate school administrators in planning for the appropriate location of special education services within the building site.

1. Design incentives (i.e., extra staff; monetary) to ensure the acceptance and maintenance of special education classes within schools; for example, elementary schools need an enrollment of 680 students or more to qualify for an assistant principal. An exception could be granted to allow a school an assistant principal if the school has 600 students and 100 of the students are eligible for special education.

2. Develop a policy that calls for an examination of current special education services to ensure that delivery of services occurs with the students' same age peers.

3. Facilitate a planning session for school administrators to address the findings of the examination of their current special education services.

C-2-3-2. Include compliance with special program regulations concerning age-appropriate location of special education classrooms, as a component of the evaluation of school building administrators.

1. Add evaluation items concerning special education compliance in the instrument for evaluating school principals.

D. Personnel Employment, Assignment, and Professional Development Policies and Practices

Goal D: To ensure an adequate supply of qualified personnel who are assigned appropriately in the MCS.

Objective D-1: To recruit and retain qualified personnel for education.

Strategy D-1-1: Improve perceptions of education careers among young people in the public schools, college students, and nontraditional trainees.

D-1-1-1. Increase public relations efforts with the community to sell teaching careers and raise the level of respect accorded to the teaching profession.

1. Expand the MCS Office of Communications to include a public relations expert.

2. Expand the distribution of *Pathways* to the community, media, key community leaders, and higher education institutions in the area.

3. Use Rotary Teachers to promote teaching.

D-1-1-2. Expand and enhance Future Teachers Clubs in the public schools.

1. Survey the MCS system to determine whether any Future Teachers' Clubs exist.

2. Initiate Future Teachers' Clubs in senior high schools where they do not exist.

3. Establish a districtwide planning committee to coordinate activities and opportunities for Future Teachers Clubs.

Strategy D-1-2: Enhance the scope and strategies for recruiting personnel.

D-1-2-1. Expand the geographical coverage of recruitment efforts.

1. Make teacher recruitment a nationwide effort.

2. Use job placement services at colleges and universities in many states.

3. Consider contracting with a professional advertising agency.

D-1-2-2. Enhance MCS' collaboration with training institutions for development and recruitment of potential trainees.

1. MCS Personnel Services needs to establish working arrangements with local institutions of higher education.

2. MCS Personnel Services should establish working arrangements with higher education institutions across the Mid-South Region.

3. The State Department of Education should develop an annual "Job Fair" for teacher recruitment.

4. Data on first-year teachers' performance should be gathered and shared with institutions of higher education from which they graduated, for use in program improvement and competency development of future trainees.

D-1-2-3. Focus recruitment efforts on high-need areas (e.g., male teachers, personnel from under-represented racial/ethnic groups, early career teachers, teachers qualified in high-turnover areas).

1. Develop a concentrated recruitment effort targeted on higher education, particularly Historically Black Colleges and Universities.
2. Identify successful male teachers to serve on recruitment teams.
3. Involve Future Teachers Clubs in recruitment efforts.

D-1-2-4. Utilize the mass media to attract members of the reserve pool to return to positions in the MCS.

1. Use Channel 19 for exposure.
2. Explain requirements of and preparation for teaching and teaching assistant positions through local talk shows on radio and television.
3. Use free publications (e.g., *Memphis Flyer)* for media dissemination.

D-1-2-5. Design options to attract personnel who are members of the reserve pool (e.g., job sharing, part-time positions, assistance in the transition back to teaching, day care for young children, tuition assistance if retraining is necessary).

1. The State should expand the number of days that retirees can work (as related to retirement funds).
2. Establish day care centers in strategic locations for children of school personnel.
3. Explore collaboration with existing day care centers (e.g., Neighborhood Child Care Services).
4. Provide tuition and other incentives for members of the reserve pool who return for recertification training.

Strategy D-1-3: Improve the retention of effective personnel.

D-1-3-1. Establish an employee assistance program (to provide support, assistance, and/or referrals for services to personnel experiencing situational difficulties) as part of the Teaching/Learning Academy.

1. Determine what employee assistance services already exist at the district and building levels.
2. Design an employee assistance program to be coordinated through the Teaching/Learning Academy.

D-1-3-2. Initiate a system of job rotation to prevent burnout among personnel assigned to high-stress pupil populations.

1. Examine the meaning of the movement of teachers to other schools and outside of the system.
2. Offer teachers optional rotations every three to five years on a systemwide basis.
3. Organize requests for rotation through the Memphis Education Association because of contractual agreements.

Strategy D-1-4: Improve the capacity to deal with personnel who perform poorly.

D-1-4-1. Evaluate the effectiveness of the current assessment instrument used by the Division of Personnel Services, MCS.

1. Review current personnel evaluation policies, practices, and instruments.
2. Survey similar school systems regarding their policies, practices, and instruments.
3. Develop a review board for tenure.

D-1-4-2. Establish an employee assistance program (to provide support, assistance, and/or referrals for services to personnel experiencing situational difficulties) as part of the Teaching/Learning Academy.

1. Implement a Career Counseling Center as part of the Teaching/Learning Academy.

2. Develop training modules that respond to areas of need identified by principals and supervisors.

3. Develop a review board to assign assistance to teachers who need it.

Objective D-2: To resolve personnel employment and assignment concerns in order to better meet the needs of teachers, support personnel, applicants, and pupils.

Strategy D-2-1: Ensure that personnel in charge of recruitment and employment are familiar with job diversity, environment, and location, and can understand the unique talents, qualifications, cultural characteristics, and preferences of each applicant.

D-2-1-1. Develop a system whereby the MCS Personnel Services staff receive detailed information on the uniqueness of special programs and their personnel needs.

1. Prepare a reference compendium of all special education classes, by school, with class size, range of disabilities, requirements for licensure, and type of endorsements (per new guidelines) for the Personnel Services staff.

2. Improve procedures for matching applicants with available openings.

3. As new Personnel Services staff members are added, they need to be properly trained.

D-2-1-2. Train the MCS Personnel staff to better screen, interview, refer, and select applicants.

1. The State Department of Education should provide statewide training for district Personnel Services staff development.

2. Involve Personnel Services staff in local professional organizations to better support their knowledge of the field.

Note: Personnel Services facilitates selection, but most hires depend largely on the seniority system.

D-2-1-3. Conduct thorough background checks of applicants (including credentials, suitability, criminal and moral history).

> Note: A new policy was passed by the Memphis School Board to implement this step in January 1995, and to include felony and misdemeanor records.

D-2-1-4. Ensure that school principals have input, a final interview, and approval of applicants before offers are made.

1. Continue to communicate research results through MCS and the Memphis Education Association.
2. New contract language provides a building block for this step (but a seniority system dictates transfers due to contract constraints).

> Note: The new contract provides for posting of openings known as of May 1 for May of each year only (beginning in 1995). Five most senior applicants are interviewed by the principal. If other than the most senior applicants are selected, written justification must be made. In July, regular transfer requests are processed. Surplus teachers are processed before August 1. On August 1, open contract teachers are assigned. Open contracts are signed February-August each year.

D-2-1-5. Discontinue open contracts, without loss of highly qualified candidates.

1. Refer to restrictions described under D-2-1-4 above. Until time frames are resolved, to "move up" activities without the open contracts would result in even more applicants being lost without some contract.

Strategy D-2-2: Develop assignment practices that are more personalized, selective, and responsive to personnel.

D-2-2-1. Use greater teacher input into assignments and re-assignments.

1. See constraints described under D-2-1-4 and D-2-1-5 above.

D-2-2-2. Develop a system for communicating expected vacancies in a more timely manner (e.g., the May 31 deadline for tenured teachers to request transfers does not allow adequate time to properly screen and select new personnel).

1. See constraints described under D-2-1-4 and D-2-1-5 above.

D-2-2-3. Set up a phone bank of job postings for teachers to access (as is already used for classified personnel).

Note: This could be done only during the month of May without current constraints.

D-2-2-4. Allow teachers confidentiality in the transfer request process, if they ask for confidentiality.

Note: From a Personnel Services standpoint, requests are confidential, except in May when transfers are processed differently.

Objective D-3: To improve orientation, support, and continuing development of beginning teachers.

Strategy D-3-1: Provide school-based and district-based support for new teachers so that they can experience confidence and success in their first year.

D-3-1-1. Establish a team of advisors from the MCS Division of Exceptional Children (and from other special programs, as necessary) to assist the MCS Personnel staff with assignments for new teachers, and to examine the effects of the seniority system on the assignment of new teachers.

1. Select and organize members of the team of advisors.
2. Provide staff development for non-instructional personnel to enhance their awareness of varied disciplines serving exceptional children.
3. Pinpoint teachers' interests and place new teachers in desired areas of concentration as much as possible.

Strategy D-3-2: Develop an induction program for new teachers in their first and second years.

D-3-2-1. Identify and train mentor teachers in each schools (as a function of the Teaching/Learning Academy) to assist new teachers in their first and second career years.

1. Assign a trained mentor to all first-year teachers.

2. Provide resources to allow non-tenured teachers the opportunity to leave their assigned schools to work periodically with master teachers.

3. Allow master teachers to visit non-tenured classrooms to observe the learning process and cooperatively identify strengths and weaknesses in instruction, in order to implement learning appropriately from a teacher perspective.

4. Execute a cooperative agreement with feeder universities to assist first-year teachers graduated from these institutions.

Objective D-4: To bring about greater empowerment of teachers.

Strategy D-4-1: Give teachers greater roles and voices in their schools and district.

D-4-1-1. Initiate school-based participatory management which enables personnel in general and special programs to be stakeholders in schoolwide planning and decisions.

1. Continue to expand and implement school-based participatory management.

2. Provide time and resources for adequate training in school-based management.

3. Develop strategies that will give teachers a greater sense of ownership in developing school and district initiatives, such as the current school incentive grants.

Objective D-5: To create a comprehensive system of personnel development for the MCS.

Strategy D-5-1: Cluster and consolidate existing personnel development activities within an organized Comprehensive System of Personnel Development (CSPD), patterned after that required by Public Law 94-142 (now the Individuals with Disabilities Education Act).

D-5-1-1. Establish a permanent CSPD Council for the district, as part of the governance of the Professional Development/Training Academy, with responsibilities for participatory planning to ensure that the following features of the CSPD are carried out: collaboration; needs assessment; preservice; continuing education for all personnel, including parents; dissemination of promising practices; technical assistance; evaluation.

1. Continuously monitor special education personnel supply/demand data across all titles, including data on vacancies, emergency certification, attrition, preservice enrollments, work force demographics, pupil population projections, and other relevant variables (with results to be used to evaluate and make future projections on the status of personnel supply and demand).

2. Conduct a regular schedule of assessments of the needs of personnel for skill development, improved working conditions and school climate, and other factors that affect the performance of personnel (with results to be used to plan professional development and to improve conditions that contribute to teaching and learning).

3. Identify and disseminate best practices for staff development, individual study modules, crisis intervention teams, and other professional purposes (based on the expressed needs of personnel and school improvement initiatives adopted by the district).

4. Meet inservice needs that are identified by personnel.

5. Develop better coordination among MCS needs assessment and professional development inservice activities and preservice preparation programs serving the district.

Exhibit 8.1

Stakeholders Who Participated in Strategic Issues Meeting (Held in Memphis on November 9, 1994)

A. School Climate and Conditions

Advisory Panel Team Leaders: Barbara Bolton, Louis Holmes, and Regina Williams

Elise Evans, MCS Guidance Counselor
Cynthia Gholson, MCS Psychologist
Clarky Tugwell, MCS Speech Pathologist

Jackie Brotchner, MCS Special Education Teacher
Elaine Lambert, MCS Special Education Teacher
Brenda McGlowan, MCS Special Education Teacher
Carla Shaw, MCS Special Education Teacher
Mary Smith, MCS Special Education Teacher

Michael Hawkins, MCS Principal

Bonnie Broussard, Parent
Barbara Owens, Parent
Sandra Williams, Parent

Gerry Nichol, Director of Mental Health

Regan Stein, Tennessee State Department of Education

Neddy Brookshaw, MCS Special Education Supervisor
David Fitzpatrick, MCS Special Education Supervisor
Deborah Harris, MCS Special Education Supervisor

Randy Dunn, University of Memphis
John Greer, University of Memphis
Marty Harrison, University of Memphis

(Continued)

Exhibit 8.1 (Continued)

B. Working Conditions of Personnel in Schools

Advisory Panel Team Leaders: Genevieve DePriest, Eddie Gamble, Bobby Gammel, Gloria Matta, Peggy Reynolds, Steve Strang, and Glen Vergason

George Williams, MCS Principal

Gwen Good, MCS Special Education Teacher
Joyce Pope, MCS Special Education Teacher
Marian Tuggle, MCS Special Education Teacher

Barbara Jones, MCS Associate Superintendent for Student Programs and Services
Mary Ann Vlahos, Personnel Assistant, MCS Department of Personnel
Lev Williams, MCS Special Education Supervisor

June Perrigan, Tennessee State Department of Education
Joel Walton, Tennessee State Department of Education

Joe Patterson, Psychologist, MCS Division of Exceptional Children

Tom Buggey, University of Memphis

C. Relationships with the Mainstream

Advisory Panel Team Leaders: Rubbie Patrick Herring, Barbara Miller, and Peggy Sears

Milton Burchfield, MCS Principal
Harry Durham, MCS Principal
Ethel Harrison, MCS Principal
Bobbie Smothers, MCS Principal
Myra Whitney, MCS Principal

Margaret Box, MCS Regular Education Teacher
Velma Lois Jones, MCS Regular Education Teacher
Nedra Anderson, MCS Special Education Teacher
Kathy Cooper, MCS Special Education Teacher
Jean Hutch, MCS Special Education Teacher
Stan Opiel, MCS Special Education Teacher
Christine Lloyd, MCS Special Education Vocational Placement Specialist

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Exhibit 8.1 (Continued)

Charlene Parker, Director MCS Chapter I Services
Patricia Toarmina, MCS Special Education Supervisor

Jackie Jones, Boling Center Training Coordinator

Carole Bond, University of Memphis
Paddy Favazza, University of Memphis
Anne Troutman, University of Memphis

D. Employment, Assignment Professional Development

Advisory Panel Team Leaders: Wilson Dietrich, Hazel Harris, Beverly McCormick, and Linda Steen

Stephanie Ferrari, MCS Special Education Teacher
Vivian Jackson, MCS Special Education Teacher
Linda Weber, MCS Special Education Teacher

Marion Brewer, MCS Principal
Ernestine Carpenter, MCS Principal
Pat Debartelaben, MCS Principal
Joyce Jensen, MCS Principal
James Luckey, MCS Principal
Ed Tonahill, MCS Assistant Principal, Past President of Memphis Education Association
Margaret Wilburn, MCS Principal

Shirley Leachman, MCS Staff Development
Betty Smith, MCS Special Education Supervisor
Ann Welch, MCS Special Education Supervisor
Mary Ann Vlahos, Personnel Assistant, MCS Department of Personnel
Robert Zachary, MCS Director of Division of Vocational Education

Evelyn Crawford, Memphis Education Association President

Ann Hampton, Tennessee State Department of Education
Jennifer Nix, Tennessee State Department of Education
Bonnie Greer, University of Memphis

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ATTACHMENT A

Memphis City Special Education Questionnaire

Memphis City Special Education Questionnaire

LABEL

PART A: TEACHING ASSIGNMENT

1. Indicate which type of special education students you teach.

(CIRCLE ALL THAT APPLY)

Learning disabled	1
Speech/language impaired	2
Emotionally disturbed	3
Educable mentally retarded	4
Trainable mentally retarded	5
Severe/profoundly retarded	6
Deaf/hearing impaired	7
Blind/visually impaired	8
Deaf-Blind	9
Autistic	10
Traumatic brain injury	11
Physically disabled (orthopedically impaired)	12
Multidisabled	13
Health impaired	14
Developmentally delayed	15
Pre-school disabled	16
Gifted and talented	17
Other (*Please specify*)__________________	18

2. Indicate the type of program in which you are currently teaching. *Circle only one, your primary assignment.*

(CIRCLE ONE)

Itinerant	1
Resource	2
Combined resource/self-contained	3
Self-contained	4
Special school	5
Home/hospital-based instruction	6
Other (*Please specify*)__________________	7

PART B: ATTITUDES TOWARD TEACHING

Please circle the response choice that best reflects how you feel about each of the statements.

		Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1.	I am satisfied with my present teaching position	1	2	3	4
2.	If I could plan my career over again, I would choose special education teaching	1	2	3	4
3.	I would recommend Memphis to others as a good place to teach	1	2	3	4
4.	I enjoy working in my school(s)	1	2	3	4
5.	If I could earn as much money in another profession, I would stop teaching	1	2	3	4
6.	I feel successful and competent in my present position	1	2	3	4
7.	I often have thoughts about quitting my job	1	2	3	4
8.	For me, special education is the best of all professions	1	2	3	4
9.	Deciding to teach in special education was a definite mistake on my part	1	2	3	4
10.	When I entered special education teaching, I planned to stay for many years	1	2	3	4

PART C: SPECIAL EDUCATION TEACHING PLANS

1. How long do you plan to remain in special education teaching (in or outside of Memphis)?

(CIRCLE ONE)

Definitely plan to leave special education teaching as soon as I can	1
Will probably continue unless something better comes along	2
Until I am eligible for retirement	3
As long as I am able	4
Undecided at this time	5

2. How long do you plan to remain in special education teaching in Memphis?

(CIRCLE ONE)

Definitely plan to leave special education teaching as soon as I can.......1
Will probably continue unless something better comes along.......2
Until I am eligible for retirement.......3
As long as I am able.......4
Undecided at this time.......5

3. Are you planning to leave your special education position in Memphis anytime during the next three years?

(CIRCLE ONE)

Yes.......1
No.......2 *GO TO PART D*

4. Indicate what you hope to be doing after leaving your special education position.

(CIRCLE ONE)

Teaching special education in another school district.......1
Teaching general education in the same school in Memphis.......2
Teaching general education in another school in Memphis.......3
Teaching general education in another school district.......4
Employed in a nonteaching job in education field.......5
Employed outside of education.......6
Retired.......7
Pursuing a graduate degree full time in special education.......8
Pursuing a graduate degree full time in education, but not special education.......9
Pursuing a graduate degree full time in non-education field.......10
Staying at home, e.g., home making, child rearing.......11
Other (*please explain*)______________.......12

5. Do you want to transfer to another special education teaching position in Memphis in the next three years?

(CIRCLE ONE)

Yes.......1
No.......2 *GO TO PART D*

6. What type of transfer do you desire?

(CIRCLE ONE)

Change to another school.......1
Change to a different school level (e.g., elementary to jr. high).......2
Change to a different service delivery model (e.g., from self-contained to resource).......3
Change to teaching a different disability area (e.g., from emotionally disturbed to learning disabilities).......4

PART D: REASONS FOR LEAVING OR STAYING IN SPECIAL EDUCATION

Your responses to the next two items will help us to understand your desire to either stay in or leave your current special education teaching position. Please respond to item 1 if you want to *remain* *in your current position, and respond to item 2 if you want to* *leave* *your current position.*

1. **If you want to stay in your current special education teaching position,** please list your most important reasons.

2. **If you want to leave your current special education teaching position,** please list your most important reasons.

Thank you for your help! Please return in the enclosed postage-paid envelope to Barbara Elliott, Research Triangle Institute, P. O. Box 12194, Research Triangle Park, NC 27709-2194.

ATTACHMENT B

Open-Ended Interview Guide Used in the Influencing Factors Study

INTERVIEW COVER SHEET

A. General

1. Identification Number of Interviewee:

_____ Satisfied Stayer
_____ Dissatisfied Leaver
_____ Undecided

2. Date of Interview:____________________
3. Beginning Time:___________ Ending Time:____________
4. Place of Interview:___________________
5. Name of Interviewer:__________________

B. Interviewee Background Information

1. Age____
2. Gender_____
3. Career Ladder Level_______
4. NTE Scores_______________
5. Race__________
6. School____________
*7. Assignment/Exceptionality Area________________
Age/Grade Range____________________
*8. Total Yrs. Special Education Teaching Experience____
    a. In the MCS_____
    b. Elsewhere______
*9. Total Yrs. of Other Teaching Experience ____.
    a. In the MCS_____
    b. Elsewhere______
*10. Degree(s) Held_______________________________
*11. # of Children________
*12. Currently Married?_________

Gather the information highlighted with a (*) during the interview.

C. Summary of Stay/Leave Reasons

Briefly list reasons for staying/leaving from screening questionnaire. Check off the reasons as they are identified by the interviewee.

1. Staying:

2. Leaving:

D. Additional Reasons for Staying/Leaving

Briefly list any additional reasons for staying/leaving that are identified by the interviewee but were not included on the screening questionnaire.

1. Staying:

2. Leaving:

MCS UNDECIDED

I. Establish Rapport

* Thank interviewee for participating in the interview

* Introduce myself (e.g., former special educator; my role in the project)

* Purpose of the interview (e.g., to assist in developing MCS strategic plan to retain special education teachers; want to better understand reasons for wanting to stay/leave special education teaching)

* Permission to tape interview (e.g., taping to corroborate only; tapes will be taken directly to Virginia Tech; tapes will be destroyed after they are analyzed)

* Confidentiality of information

* Ask if interviewee has any questions?

II. Background Information (from cover sheet)

III. Information on Becoming a Special Education Teacher

Tell me about how you became a special education teacher.

IV. Reasons for Wanting to Stay/Leave

A. Staying Reasons

1. I know that there are things about your job that you like. However, I am really interested in the primary reasons that are critical to your staying in special education teaching in your school.

* Verify (from cover sheet) primary reasons for wanting to stay/ Additional reasons?
* Probe to understand reasons for wanting to stay

Ex. Tell me more about ...
Give me an example ...
What do you mean by ...
How does ____ influence your decision to stay?
How does ____ affect your life as a teacher?
Are there other work-related reasons for wanting to stay?
Are there other non-work related reasons for wanting to stay?

2. What is your most important reason for wanting to stay in special education teaching in this school?

B. Leaving Reasons

1. I know that there are things about your job that you dislike. However, I am really interested in the primary reasons that are critical to your leaving special education teaching in your school.

* Verify (from cover sheet) primary reasons for wanting to leave/ Additional reasons?
* Probe to understand reasons for wanting to leave

Ex. Tell me more about ...
Give me an example ...
What do you mean by ...
How does ____ influence your decision to leave?
How does ____ affect your life as a teacher?
Are there other work-related reasons for wanting to leave?
Are there other non-work related reasons for wanting to leave?

2. What is your most important reason for wanting to leave special education teaching in this school?

V. Actions Taken to Make You Want to Stay

What could MCS do to make you decide to stay in special education teaching?

VI. Future career plans

Tell me about your future career plans.

* Probe to find out future career plans
  5 years from now?
  10 years from now?
  Would you ever return to special education teaching? Why or why not?
  What is it about ________ that attracts you?
* Probe to find out if interviewee wants to stay/leave school, teaching position, and MCS (as opposed to other districts)

VII. Choice of Teaching Positions

If you could have any teaching position, what position would it be? For what reasons?

VIII. End of Interview

Anything else about your work situation that is important to your career decision? (Check my notes.) Thank you.

Summarize interview

Phone number of interviewee (if necessary) ________________

MCS LEAVERS

I. Establish Rapport

* Thank interviewee for participating in the interview

* Introduce myself (e.g., former special educator; my role in the project)

* Purpose of the interview (e.g., to assist in developing MCS strategic plan to retain special education teachers; want to better understand reasons for wanting to leave special education teaching)

* Permission to tape interview (e.g., taping to corroborate only; tapes will be taken directly to Virginia Tech; tapes will be destroyed after they are analyzed)

* Confidentiality of information

* Ask if interviewee has any questions?

II. Background Information (from cover sheet)

III. Information on Becoming a Special Education Teacher

Tell me about how you became a special education teacher.

IV. Reasons for Wanting to Leave

A. I know that there are things about your job that you dislike. However, I am really interested in the primary reasons that you want to leave special education teaching in your school.

* Verify (from cover sheet) primary reasons for wanting to leave/ Additional reasons?
* Probe to understand reasons for wanting to leave

Ex. Tell me more about ...
Give me an example ...
What do you mean by ...
How does ____ influence your decision to leave?
How does ____ affect your life as a teacher?
Are there other work-related reasons for wanting to leave?
Are there other non-work related reasons for wanting to leave?

B. What is your most important reason for wanting to leave special education teaching in this school?

V. Actions Taken to Make You Want to Stay

What could MCS do to make you want to stay in special education teaching?

VI. Future career plans

Tell me about your future career plans.

- * Probe to find out future career plans
    - 5 years from now?
    - 10 years from now?
    - Would you ever return to special education teaching? Why or why not?
    - What is it about ________ that attracts you over special education teaching?
- * Probe to find out attractions to other positions
- * Probe to find out reasons for wanting to leave Memphis (why not just move to another school in MCS?)

VII. Choice of Teaching Positions

If you could have any teaching position, what position would it be? For what reasons?

VIII. End of Interview

Anything else about your work situation that is important to your leaving? (Check my notes.) Thank you.

Summarize interview

Phone number of interviewee (if necessary)____________________

MCS STAYERS

I. Establish Rapport

* Thank interviewee for participating in the interview

* Introduce myself (e.g., former special educator; my role in the project)

* Purpose of the interview (e.g., to assist in developing MCS strategic plan to retain special education teachers; want to better understand reasons for wanting to stay in special education teaching)

* Permission to tape interview (e.g., taping to corroborate only; tapes will be taken directly to Virginia Tech; tapes will be destroyed after they are analyzed)

* Confidentiality of information

* Ask if interviewee has any questions?

II. Background Information (from cover sheet)

III. Information on Becoming a Special Education Teacher

Tell me about how you became a special education teacher.

IV. Reasons for Wanting to Stay

A. I know that there are things about your job that you like. However, I am really interested in the primary reasons that you want to stay in special education teaching in your school.

* Verify (from cover sheet) primary reasons for wanting to stay/ Additional reasons?
* Probe to understand reasons for wanting to stay
  Ex. Tell me more about ...
  Give me an example ...
  What do you mean by ...
  How does ____ influence your decision to stay?
  How does ____ affect your life as a teacher?
  Are there are other work-related reasons for wanting to stay?
  Are there other non-work related conditions for wanting to stay?

B. What is your most important reason for wanting to stay in special education teaching in this school?

V. Perceptions of Others' Problems

How could work situations be improved for teachers in MCS?

Other teachers' have identified (e.g., paperwork; lack of materials; large class sizes) as reasons for wanting to leave special education teaching. Is this a problem for you? If not, why?

VI. Future career plans

Tell me about your future career plans.

- * Probe to find out future career plans
  - 5 years from now?
  - 10 years from now?
  - What is it that attracts you to special education teaching over other teaching positions?
- * Probe to find out attraction to MCS (if they plan to stay).

VII. Choice of Teaching Positions

If you could have any teaching position, what position would it be? For what reasons?

VIII. End of Interview

Anything else about your work situation that is important to your staying? (Check my notes.) Thank you.

Summarize interview

Phone number of interviewee (if necessary) ____________________

INTERVIEW REPORT FORM

A. General

1. Identification Number of Interviewee:

   _____ Satisfied Stayer
   _____ Dissatisfied Leaver
   _____ Undecided

2. Date of Interview: ______________________
3. Beginning Time: __________ Ending Time: _________
4. Place of Interview: ____________________
5. Name of Interviewer: ____________________

B. Interviewee Background Information

1. Age ______
2. Gender ______
3. Career Ladder Level ______
4. NTE Scores _______________
5. Race ______

*6. Assignment/Exceptionality Area _____________
   Age/Grade Range _____________

*7. Total Yrs. Special Education Teaching Experience __
   a. In the MCS ____
   b. Elsewhere ____

*8. Total Yrs. of Other Teaching Experience ___
   a. In the MCS ____
   b. Elsewhere ____

*9. Degree(s) Held ____________________________________

*10. # of Children ______

*11. Currently Married? ______

Gather the information highlighted with a (*) during the interview.

C. Description of How Interviewee Became A Special Education Teacher

D. Summary of Stay/Leave Reasons

Briefly list reasons for staying/leaving from screening questionnaire. Check off the reasons as they are identified by the interviewee.

1. Staying:

2. Leaving:

E. Additional Reasons for Staying/Leaving

Briefly list any additional reasons for staying/leaving that are identified by the interviewee but were not included on the screening questionnaire.

1. Staying:

2. Leaving:

F. Description of Reasons for Staying/Leaving Special Education Teaching in Interviewee's Particular School

List the most important reason first.

1. Reason 1: ______________________________

Description:

2. Reason 2: ______________________________

Description:

3. Reason 3: ______________________________

Description:

4. Reason 4: ______________________________

Description:

G. For "Leavers/Undecideds" Only: Actions That Would Make You Want to Stay

H. For "Stayers" Only: Their Perceptions of Others' Problems

I. Future Career Plans

J. Choice of Teaching Positions

K. Other Comments

This section includes any additional relevant comments made by the interviewee, as well as any specific reactions that the interviewer may have to the interview and reported findings.

L. Observations of Setting

M. Interviewer's Recommendations

This section includes the interviewer's personal recommendations or suggestions regarding the interviewee's teaching situation.

ATTACHMENT C

Questionnaires Used for the 1990-91 and 1991-92 Cohorts of the Exiter Study

1990-91 SCHOOL YEAR FOLLOW-UP QUESTIONNAIRE

FORMER MEMPHIS CITY GENERAL EDUCATION TEACHERS

PART A: LAST YEAR'S (1990-91) CLASSROOM TEACHING ASSIGNMENT

1. **What was (were) your primary assignment subject(s) or area(s) in the Memphis City Schools during the 1990-91 school year?**

   (Circle only your primary assignment or assignments)

   1. Special Education
   2. Early Childhood Education
   3. Kindergarten
   4. Elementary
   5. Reading (e.g., Chapter 1)
   6. English/Journalism, etc.
   7. Social Studies/Religion/Psychology, etc.
   8. Mathematics
   9. Sciences
   10. Foreign Languages
   11. English as a Second Language
   12. Health/Physical Education
   13. Art/Music/Drama
   14. Vocational/Business Education
   15. Other *(Specify:* ______________________)

2. **Circle all the grades that you taught last year in the Memphis City Schools.**

   (If ungraded, circle the nearest grade equivalents.)

   Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 ADULTS

3. **Altogether, how many students did you teach/serve during the last semester that you taught in Memphis in 1990-91?**

   ________ students taught

4. **What was the average number of students in your class(es) during the last semester that you taught in Memphis in 1990-91?**

   ________ average number of students

PART B: CURRENT EMPLOYMENT

5. **Which of the following best describes your CURRENT PRIMARY status?**

   (Circle the number of only one response)

   1. Teaching in an elementary school.
   2. Teaching in a middle school.
   3. Teaching in a high school.
   4. Employed in a general education administrative position.
   5. Employed in a special education administrative position.
   6. Employed in an elementary or secondary school with an assignment OTHER than teaching. *(Specify:*______________________________*)*
   7. Employed in an occupation outside of elementary or secondary education. *(Specify:*______________________________*)*
   8. Attending a college or university.
   9. Homemaking and/or child rearing.
   10. Retired.
   11. Unemployed, but seeking work.
   12. Other *(Specify:*______________________________*)*

   If you currently have a SECONDARY status, select that status from the above listing and record the corresponding number (1-12) below.

   _____ Secondary Status, if you have one

6. **Are you currently employed by a school system?**

   (Circle One)

   1. Yes
   2. No *Skip to item 13 on page 4*

7. **What is your current place of employment?**

   (Circle one response)

   1. A public school system in Tennessee
   2. A public school system outside of Tennessee *(Specify state here:*________________________*)*
   3. A private school in Tennessee
   4. A private school outside of Tennessee *(Specify state here:*____________________*)*
   5. Other (*Specify:*______________________________*)*

8. Which of the following best describes the community in which your present school (or work place) is located?

(Circle One)

1. A rural or farming community
2. A small city or town of fewer than 50,000 people that is not a suburb of a larger city
3. A medium-sized city (50,000 to 100,000 people)
4. A suburb of a medium-sized city
5. A large city (100,000 to 500,000 people)
6. A suburb of a large city
7. A very large city (over 500,000 people)
8. A suburb of a very large city
9. A military base or station
10. An Indian reservation

9. Are you currently employed in the Memphis City Schools or in a school district within a one hour drive of the Memphis City Schools?

(Circle One)

1. Yes
2. No *Skip to item 11*

10. In which school district are you employed?

(Circle One)

1. Memphis City
2. Fayette County
3. Hardin County
4. Haywood County
5. Lauderdale County
6. Shelby County
7. Tipton County
8. Other *(Specify:* ______________________________)

11. Are you presently employed as a teacher?

(Circle One)

1. Yes
2. No *Skip to item 13 on page 4*

12. What is (are) your current primary assignment subject(s) or area(s)?

(Circle only your primary assignment or assignments)

1. Special Education
2. Early Childhood Education
3. Kindergarten
4. Elementary
5. Reading (e.g., Chapter 1)
6. English/Journalism, etc.
7. Social Studies/Religion/Psychology, etc.
8. Mathematics
9. Sciences
10. Foreign Languages
11. English as a Second Language
12. Health/Physical Education
13. Art/Music/Drama
14. Vocational/Business Education
15. Other *(Specify:* ______________________)

PART C: REASONS FOR LEAVING 1990-91 CLASSROOM POSITION

13. Which of the following is the main reason that you left your 1990-91 classroom position in the Memphis City Schools?

(Circle the number of only one reason)

1. Family or personal move.
2. Pregnancy/child rearing.
3. Health.
4. To retire.
5. To pursue another education-related career
6. To pursue a career outside of education.
7. For better salary or benefits.
8. For an even better teaching assignment.
9. Dissatisfied with assignment.
10. Dissatisfied with teaching as a career.
11. Return to school full time to take courses to improve career opportunities in the field of special education.
12. Return to school full time to take courses to improve career opportunities in the field of education.
13. Return to school full time to take courses to improve career opportunities outside the field of education.
14. To take sabbatical or other break from teaching.
15. School staffing action (e.g., reduction-in-force, school closing, school reorganization, reassignment).
16. Other *(Specify:*_______________________________)

If you had a "second" or "third" important reason for leaving, select each additional reason from the above listing and record the corresponding number (1-16) below.

_____ Second Important Reason _____ Third Important Reason

14. Did you circle reason "9" or "10" (dissatisfaction with assignment or teaching as a career) in item 13 above as one of your reasons for leaving?

(Circle One)

1. Yes *Continue with item 15 on page 5*
2. No *Skip to item 17 on page 6*

15. **Listed below are a number of areas of dissatisfaction that might contribute to a teacher's decision to leave teaching. What were your primary reasons for leaving your 1990-91 position in the Memphis City Schools?**

(Circle only those that were important to your decision to leave your position)

1. Poor opportunity for professional advancement
2. Inadequate support from central administration
3. Inadequate support from principal(s)
4. Lack of adequate support staff (e.g., aides, clerical assistants)
5. Inadequate facilities or classrooms
6. Unsafe working environment
7. Lack of influence over school/district policies and practices
8. Lack of control over own classroom
9. Inappropriate placement of students with disabilities
10. Inadequate program design or curriculum
11. Lack of professional competence of colleagues
12. Poor student attendance or motivation to learn
13. Lack of student progress
14. Lack of sense of accomplishment
15. Demands of working with special education students
16. Class size/case load too large
17. Student discipline problems
18. Poor relations and interactions with other teachers
19. Too much paperwork
20. Too many nonteaching responsibilities
21. Monotony/routine of job
22. Poor salary and fringe benefits
23. Lack of challenge/opportunities for growth
24. Lack of appreciation/respect
25. Problems with parents
26. Stress associated with teaching
27. Other *(Specify:* ____________________
____
____________________)

16. **From the areas of dissatisfaction presented in item 15 above, select the one that was most important to your decision to leave teaching and record the corresponding number (1 -27) below.**

______Number of most important area of dissatisfaction.

If you want to comment on any of the areas in which you were dissatisfied, please do so below.

PART D: INCENTIVES TO REMAIN IN MEMPHIS

17. **Is there any action that the Memphis City Schools could have taken to convince you to remain in teaching in the Memphis City Schools?**

(Circle One)

1. Yes
. No *Skip to item 19*

18. **List below, as specifically as possible, the actions that would have convinced you to stay in teaching in the Memphis City Schools.**

PART E: TEACHER PREPARATION

19. **What is the highest degree you have earned?**

(Circle One)

1. B.A. or B.S.
2. Masters Degree.
3. Ed.S.
4. Ph.D. or Ed.D.

20. **Which of the following best describes your preparation for teaching?**

(Circle All That Apply)

1. Completed a bachelor's degree in special education
2. Completed a bachelor's degree in a teaching field other than special education
   *(Specify major:*______________________________)
3. Completed a bachelor's degree in a nonteaching field
   *(Specify major:*______________________________)
4. Completed a master's degree in special education
5. Completed a master's degree in a teaching field other than special education
   *(Specify major:*______________________________)
6. Completed a master's degree in a nonteaching field
   *(Specify major:*______________________________)
7. Participated in an "alternative program" for certifying teachers who already have a bachelor's degree in a field other than education
8. Other
   *(Specify:*____
   ______________________________)

21. **Which of the following best describes your licensure/certification status when you accepted your first teaching position, whether in the Memphis City Schools or elsewhere?**

(Circle One)

1. Fully certified to teach
2. Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3. Temporary or provisional certification (required some additional coursework before regular certification could be obtained)
4. Emergency certification (required substantial coursework before regular certification could be obtained)

PART F: PREVIOUS PLANS AND EXPERIENCE

22. **How many years (excluding this year) have you taught full-time, whether in the Memphis City Schools or elsewhere?**

______ **Years**

23. **How many years (excluding this year) have you taught full-time in special education, whether in the Memphis City Schools or elsewhere?***(Enter "0" if you never taught special education)*

________ **Years**

24. **Why did you decide to become a teacher?**

(Circle Only Those Reasons That Were Important to Your Decision)

1. **I fell into it by accident**
2. **I always wanted to or always thought I'd be good at it**
3. **There were more job opportunities in special than general education**
4. **I liked the vacations, work hours, or job security**
5. **I liked working with young people**
6. **I had a family member/friend with a disability**
7. **I wanted to contribute to society/be of service to others**
8. **I was inspired or encouraged by my former teachers**
9. **My relatives were teachers**
10. **I received financial incentives (scholarships or grants) to pursue teaching**
11. **I got a draft deferment**
12. **Other reason:**______________________________________

25. **From the reasons presented in item 24 above, select the one that was most important in your decision to become a teacher and record the corresponding number (1-12) below.**

______Number of most important reason for becoming a teacher.

26. **When you first started teaching, how long did you intend to remain in teaching?**

(Circle One)

1. **Until retirement**
2. **For a long time**
3. **For a few years only**
4. **Until I had children**
5. **I can't remember/I'm not sure**

PART G: FUTURE PLANS

27. What do you hope to be doing professionally three years from now?

(Circle One)

1. Teaching special education in this school district
2. Teaching special education in another school district
3. Teaching general education in this school district
4. Teaching general education in another school district
5. Employed as an educational administrator
6. Employed in a nonteaching job (other than an administrator) in education
7. Employed outside of education
8. Retired
9. Pursuing a graduate degree full-time in special education
10. Pursuing a graduate degree full-time in education, but not special education
11. Pursuing a graduate degree full-time in non-education field
12. Homemaking, child rearing
13. Other *(Please explain:*________________________*)*

28. Are you currently teaching?

(Circle One)

1. Yes *Skip to item 30*
2. No

29. Do you plan to return to teaching?

(Circle One and Then Skip to Item 31 on page 10)

1. Yes, I plan to return within a year or two
2. Yes, I plan to return within five years
3. Yes, I plan to return more than five years from now
4. No, definitely not
5. Undecided

30. How long do you plan to remain in teaching?

(Circle One)

1. As long as I am able
2. Until I am eligible for retirement
3. Will probably continue unless something better comes along
4. Definitely plan to leave as soon as I can
5. Undecided at this time

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PART H: REFLECTIONS ON TEACHING EXPERIENCE

31. **Please indicate how satisfied you were with various aspects of your job in the Memphis City Schools last year.**

(Please circle one on each line)

	Very Satisfied	*Somewhat Satisfied*	*Somewhat Dissatisfied*	*Very Dissatisfied*
a. Salary/benefits	1	2	3	4
b. Facilities/classrooms	1	2	3	4
c. Opportunity for professional advancement	1	2	3	4
d. Support/recognition from central office administrators	1	2	3	4
e. Support/recognition from building administrator(s)	1	2	3	4
f. Safety of school environment	1	2	3	4
g. Your influence over school policies and practices	1	2	3	4
h. Autonomy or control over your own classroom	1	2	3	4
i. Professional caliber of colleagues	1	2	3	4
j. The esteem of the community for the teaching profession	1	2	3	4
k. Procedures for evaluating your performance	1	2	3	4
l. Number/type of classes	1	2	3	4
m. Availability of resources and materials/equipment for your classroom	1	2	3	4
n. General working conditions	1	2	3	4
o. Job security	1	2	3	4
p. Intellectual challenge	1	2	3	4
q. Student attendance and motivation to learn	1	2	3	4
r. School learning environment	1	2	3	4
s. Student discipline and behavior	1	2	3	4
t. Class size	1	2	3	4
u. Support from parents	1	2	3	4
v. Nonteaching demands, e.g., meetings and paperwork	1	2	3	4
w. Student progress	1	2	3	4
x. Relationship with colleagues	1	2	3	4
y. Opportunities to use your skills and abilities	1	2	3	4
z. Location of school	1	2	3	4

32. **Think back to your first teaching job and circle the option that best describes how you felt about it.**

(Circle One)

1. **Extremely positive**
2. **Mostly positive**
3. **Equally positive and negative**
4. **Mostly negative**
5. **Extremely negative**

33. **Please indicate the extent to which you agree or disagree with each of the following two statements.**

A. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

(Circle One)

1. **I agree**
2. **I tend to agree**
3. **I tend to disagree**
4. **I disagree**

B. If I really try hard, I can get through to even the most difficult or unmotivated students.

(Circle One)

1. **I agree**
2. **I tend to agree**
3. **I tend to disagree**
4. **I disagree**

34. **If you could go back to your college days and start over again, would you become a teacher?**

(Circle One)

1. **Certainly would become a teacher**
2. **Probably would become a teacher**
3. **Chances about even for and against**
4. **Probably would not become a teacher**
5. **Certainly would not become a teacher**

PART I: PERSONAL INFORMATION

35. What is your current marital status?

(Circle One)

1. Married *Continue with item 36*
2. Widowed, divorced, or separated *Skip to item 37*
3. Never married *Skip to item 37*

36. What is your spouse's occupation?
(Please specify:____________________________)

37. Do you have children who are dependent on you for more than half of their financial support?

(Circle One)

1. Yes; **If yes, how many children?**____________
2. No *Skip to item 39*

38. What was the age of your youngest child on his/her last birthday? *(If your child is less than one year, please enter "0".)*

_______Age of youngest child

39. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

(Circle One)

1. Yes; **If yes, how many persons?**______
2. No

40. Approximately what percentage do you contribute to your total family income?

_______percent

41. Did you grow up in the Memphis area?

(Circle One)

1. Yes
2. No

42. **Which category represents the total combined pretax income of ALL FAMILY MEMBERS in your household during 1991?** *This includes money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received from family members in your household who are 14 years of age or older.*

(Circle One)

1. **Less than $10,000**
2. **$10,000-14,999**
3. **$15,000-19,999**
4. **$20,000-24,999**
5. **$25,000-29,999**
6. **$30,000-34,999**
7. **$35,000-39,999**
8. **$40,000-49,999**
9. **$50,000-59,999**
10. **$60,000-74,999**
11. **$75,000-99,999**
12. **$100,000 or more**

43. **If you feel we have not covered a reason that was important to your leaving the Memphis City Schools, please describe it below.**

MANY, MANY THANKS FOR YOUR TIME AND COOPERATION.

1990-91 SCHOOL YEAR FOLLOW-UP QUESTIONNAIRE

FORMER MEMPHIS CITY SPECIAL EDUCATION TEACHERS

PART A: LAST YEAR'S (1990-91) CLASSROOM TEACHING ASSIGNMENT

1. ***Which one of the following categories best describes the students you taught last year (school year 1990-91) in the Memphis City Schools? Please indicate only the official category of students who were assigned to your program (i.e., student classification after evaluation and placement).***

(Circle only one, the primary category)

1. Learning disabilities
2. Speech/language impairments
3. Emotional disturbances
4. Educable mental retardation
5. Trainable mental retardation
6. Severe/profound mental retardation
7. Deaf/hearing impairments
8. Blind/visual impairments
9. Deaf-Blind
10. Autism
11. Traumatic brain injuries
12. Physical disabilities (orthopedic impairments)
13. Multiple disabilities
14. Health impairments
15. Developmental delays
16. Pre-school disabilities
17. Gifted and talented
18. Other(*Specify:*____________________)

If you were responsible for students in more than one category, select your second, third, and fourth categories (in the order of time spent with students) from the categories listed above and record the corresponding number (1-18) below.

____Second Category ____Third Category ____Fourth Category

2. **In 1990-91 did you teach different categories of students in the same class at the same time?**

(Circle one)

1. Yes
2. No

3. **Indicate the type of service model in which you taught last year (1990-91 school year).**

(Circle only one, the primary model)

1. Itinerant
2. Resource
3. Combined resource/self-contained
4. Self-contained
5. Home-based instruction
6. Other (*Specify*____)

4. **Did you teach in a special school last year (school year 1990-91)?**

(Circle One)

1. Yes, full time
2. Yes, part time
3. No

5. **Circle all the grades that you taught last year in the Memphis City Schools.**

(If ungraded, circle the nearest grade equivalents.)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 ADULTS

6. **Altogether, how many students did you teach/serve during the last semester that you taught in Memphis in 1990-91?**

________ students taught

7. **What was the average number of students in your class(es) during the last semester that you taught in Memphis in 1990-91?**

________ average number of students

8. **In how many different schools did you teach during the 1990-91 school year while employed by Memphis City Schools?**

________ school(s)

IF YOU ANSWERED "1 SCHOOL" TO ITEM 8, PROCEED WITH ITEM 9.

IF YOU ANSWERED "2 OR MORE", SKIP TO ITEM 10.

9. **How many full-time special educators (including full-time speech therapists or speech pathologists) were assigned to the school in which you taught during the 1990-91 school year (do not count yourself)?**

________ Special educators

PART B: CURRENT EMPLOYMENT

10. Which of the following best describes your CURRENT PRIMARY status?

(Circle the number of only one response)

1. **Teaching in an elementary school.**
2. **Teaching in a middle school.**
3. **Teaching in a high school.**
4. **Employed in a general education administrative position.**
5. **Employed in a special education administrative position.**
6. **Employed in an elementary or secondary school with an assignment OTHER than teaching.** *(Specify:*____*)*
7. **Employed in an occupation outside of elementary or secondary education.** *(Specify:*____*)*
8. **Attending a college or university.**
9. **Homemaking and/or child rearing.**
10. **Retired.**
11. **Unemployed, but seeking work.**
12. **Other** *(Specify:*____*)*

If you currently have a SECONDARY status, select that status from the above list and record the corresponding number (1-12) below.

_____ Secondary Status, if you have one

11. Are you currently employed by a school system?

(Circle One)

1. Yes
2. No *Skip to item 22 on page 6*

12. What is your current place of employment?

(Circle only one response)

1. A public school system in Tennessee
2. A public school system outside of Tennessee *(Specify state here:*________________________________*)*
3. A private school in Tennessee
4. A private school outside of Tennessee *(Specify state here:*________________________________*)*
5. Other *(Specify:*____*)*

13. Which of the following best describes the community in which your present school (or work place) is located?

(Circle One)

1. A rural or farming community
2. A small city or town of fewer than 50,000 people that is not a suburb of a larger city
3. A medium-sized city (50,000 to 100,000 people)
4. A suburb of a medium-sized city
5. A large city (100,000 to 500,000 people)
6. A suburb of a large city
7. A very large city (over 500,000 people)
8. A suburb of a very large city
9. A military base or station
10. An Indian reservation

14. Are you currently employed in the Memphis City Schools or in a school district within one hour drive of the Memphis City Schools?

(Circle One)

1. Yes
2. No *Skip to item 16*

15. In which school district are you employed?

(Circle One)

1. Memphis City
2. Fayette County
3. Hardin County
4. Haywood County
5. Lauderdale County
6. Shelby County
7. Tipton County
8. Other *(Specify: ______________________________)*

16. Are you presently employed as a teacher?

(Circle One)

1. Yes
2. No *Skip to item 22 on page 6*

17. What is (are) your primary assignment subject(s) or area(s)?

(Circle only your primary assignment or assignments)

1. Special Education
2. Early Childhood Education
3. Kindergarten
4. Elementary
5. Reading (e.g., Chapter 1)
6. English/Journalism, etc.
7. Social Studies/Religion/Psychology, etc.
8. Mathematics
9. Sciences
10. Foreign Languages
11. English as a Second Language
12. Health/Physical Education
13. Art/Music/Drama
14. Vocational/Business Education
15. Other *(Specify: ______________________________)*

18. Are you currently teaching special education?

(Circle One)

1. Yes
2. No *Skip to item 22 on page 6*

19. Which one of the following categories best describes the students that you are now teaching? *Please indicate only the official category of students assigned to your program (i.e., student classification after evaluation and placement).*

(Circle only one, the primary category)

1. Learning disabilities
2. Speech/language impairments
3. Emotional disturbances
4. Educable mental retardation
5. Trainable mental retardation
6. Severe/profound mental retardation
7. Deaf/hearing impairments
8. Blind/visual impairments
9. Deaf-Blind
10. Autism
11. Traumatic brain injuries
12. Physical disabilities (orthopedic impairments)
13. Multiple disabilities
14. Health impairments
15. Developmental delays
16. Pre-school disabilities
17. Gifted and talented
18. Other(*Specify:*____________________)

If you are responsible for students in more than one category, select your second, third, and fourth categories (in the order of time spent with students) from the categories listed above and record the corresponding number (1-18) below.

____Second Category ____Third Category ____Fourth Category

20. Indicate the type of service model in which you currently teach.

(Circle One, the primary model)

1. Itinerant
2. Resource
3. Combined resource/self-contained
4. Self-contained
5. Home-based instruction
6. Other(*Specify:*____________________________________)

21. Are you currently teaching in a special school?

(Circle One)

1. Yes, full time
2. Yes, part time
3. No

PART C: REASONS FOR LEAVING 1990-91 CLASSROOM POSITION

22. Which of the following is the main reason that you left your 1990-91 classroom position in the Memphis City Schools?

(Circle the number of only one reason)

1. Family or personal move.
2. Pregnancy/child rearing.
3. Health.
4. To retire.
5. To pursue another education-related career
6. To pursue a career outside of education.
7. For better salary or benefits.
8. For an even better teaching assignment.
9. Dissatisfied with assignment.
10. Dissatisfied with teaching as a career.
11. Return to school full time to take courses to improve career opportunities in the field of special education.
12. Return to school full time to take courses to improve career opportunities in the field of education.
13. Return to school full time to take courses to improve career opportunities outside the field of education.
14. To take sabbatical or other break from teaching.
15. School staffing action (e.g., reduction-in-force, school closing, school reorganization, reassignment).
16. Other *(Specify:*_______________________________________)

If you had a "second" or "third" important reason for leaving, select each additional reason from the above listing and record the corresponding number (1-16) below.

____ Second Important Reason ____ Third Important Reason

23. Did you indicate reason "9" or "10" (dissatisfaction with assignment or teaching as a career) in item 22 above as one of your reasons for leaving?

(Circle One)

1. Yes *Continue with item 24 on page 7*
2. No *Skip to item 26 on page 8*

24. **Listed below are a number of areas of dissatisfaction that might contribute to a teacher's decision to leave special education teaching. What were your primary reasons for leaving your 1990-91 position in the Memphis City Schools?**

(Circle only those that were important to your decision to leave your position)

1. Poor opportunity for professional advancement
2. Inadequate support from central administration
3. Inadequate support from principal(s)
4. Lack of adequate support staff (e.g., aides, clerical assistants)
5. Inadequate facilities or classrooms
6. Unsafe working environment
7. Lack of influence over school/district policies and practices
8. Lack of control over own classroom
9. Inappropriate placement of students with disabilities
10. Inadequate program design or curriculum
11. Lack of professional competence of colleagues
12. Poor student attendance or motivation to learn
13. Lack of student progress
14. Lack of sense of accomplishment
15. Demands of working with special education students
16. Class size/case load too large
17. Student discipline problems
18. Poor relations and interactions with other teachers
19. Too much paperwork
20. Too many nonteaching responsibilities
21. Monotony/routine of job
22. Poor salary and fringe benefits
23. Lack of challenge/opportunities for growth
24. Lack of appreciation/respect
25. Problems with parents
26. Stress associated with teaching
27. Other *(Specify:*
    ____
    ____
    ______________________________)

25. **From the areas of dissatisfaction presented in item 24 above, select the one that was most important to your decision to leave teaching and record the corresponding number (1 -27) below.**

_______Number of most important area of dissatisfaction.

If you want to comment on any of the areas in which you were dissatisfied, please do so below.

PART D: INCENTIVES TO REMAIN IN MEMPHIS

26. Is there any action that the Memphis City Schools could have taken to convince you to remain in special education teaching in the Memphis City Schools?

(Circle One)

1. Yes
2. No *Skip to item 28*

27. List below, as specifically as possible, the actions that would have convinced you to stay in special education teaching in the Memphis City Schools.

PART E: TEACHER PREPARATION

28. What is the highest degree you have earned?

(Circle One)

1. B.A. or B.S.
2. Master's Degree.
3. Ed.S.
4. Ph.D. or Ed.D.

29. Which of the following best describes your preparation for teaching?

(Circle All That Apply)

1. Completed a bachelor's degree in special education
2. Completed a bachelor's degree in a teaching field other than special education *(Specify major:* ______________________________)
3. Completed a bachelor's degree in a nonteaching field *(Specify major:* ______________________________)
4. Completed a master's degree in special education
5. Completed a master's degree in a teaching field other than special education *(Specify major:* ______________________________)
6. Completed a master's degree in a nonteaching field *(Specify major:* ______________________________)
7. Participated in an "alternative program" for certifying teachers who already have a bachelor's degree in a field other than education
8. Other ______________________________ *(Specify:* ______________________________)
____

30. **Which of the following best describes your special education licensure/certification status when you accepted your first special education position, whether in the Memphis City Schools or elsewhere?**

(Circle One)

1. Fully certified to teach special education
2. Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3. Temporary or provisional certification (required some additional coursework before regular certification could be obtained)
4. Emergency certification (required substantial coursework before regular certification could be obtained)

PART F: PREVIOUS PLANS AND EXPERIENCE

31. **How many years (excluding this year) have you taught full-time, whether in the Memphis City Schools or elsewhere?**

_______ Years

32. **How many years (excluding this year) have you taught full-time in special education, whether in the Memphis City Schools or elsewhere?**

_______ Years

33. **Why did you decide to become a special education teacher?**

(Circle Only Those Reasons That Were Important to Your Decision)

1. I fell into it by accident
2. I always wanted to or always thought I'd be good at it
3. There were more job opportunities in special than general education
4. I liked the vacations, work hours, or job security
5. I liked working with young people
6. I had a family member/friend with a disability
7. I wanted to contribute to society/be of service to others
8. I was inspired or encouraged by my former teachers
9. My relatives were teachers
10. I received financial incentives (scholarships or grants) to pursue special education
11. I got a draft deferment
12. Other reason:____

34. **From the reasons presented in item 33 above, select the one that was most important in your decision to become a special education teacher and record the corresponding number (1-12) below.**

______Number of most important reason for becoming a special education teacher.

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35. **When you first started special education teaching, how long did you intend to remain in special education teaching?**
(Circle One)

1. Until retirement
2. For a long time
3. For a few years only
4. Until I had children
5. I can't remember/I'm not sure

PART G: FUTURE PLANS

36. **What do you hope to be doing professionally three years from now?**
(Circle One)

1. Teaching special education in this school district
2. Teaching special education in another school district
3. Teaching general education in this school district
4. Teaching general education in another school district
5. Employed as an educational administrator
6. Employed in a nonteaching job (other than an administrator) in education
7. Employed outside of education
8. Retired
9. Pursuing a graduate degree full-time in special education
10. Pursuing a graduate degree full-time in education, but not special education
11. Pursuing a graduate degree full-time in non-education field
12. Homemaking, child rearing
13. Other *(Please explain:*______________________________*)*

37. **Are you currently teaching special education?**
(Circle One)

1. Yes *Skip to item 39*
2. No

38. **Do you plan to return to special education teaching?**
(Circle One Number and Then Skip to Item 40 on page 11)

1. Yes, I plan to return within a year or two
2. Yes, I plan to return within five years
3. Yes, I plan to return more than five years from now
4. No, definitely not
5. Undecided

39. **How long do you plan to remain in special education teaching?**
(Circle One)

1. As long as I am able
2. Until I am eligible for retirement
3. Will probably continue unless something better comes along
4. Definitely plan to leave as soon as I can
5. Undecided at this time

PART H: REFLECTIONS ON TEACHING EXPERIENCE

40. Please indicate how satisfied you were with various aspects of your job in the Memphis City Schools last year.

(Please circle one on each line)

	Very Satisfied	*Somewhat Satisfied*	*Somewhat Dissatisfied*	*Very Dissatisfied*
a. Salary/benefits	1	2	3	4
b. Facilities/classrooms	1	2	3	4
c. Opportunity for professional advancement	1	2	3	4
d. Support/recognition from central office administrators	1	2	3	4
e. Support/recognition from building administrator(s)	1	2	3	4
f. Safety of school environment	1	2	3	4
g. Your influence over school policies and practices	1	2	3	4
h. Autonomy or control over your own classroom	1	2	3	4
i. Professional caliber of colleagues	1	2	3	4
j. The esteem of the community for the teaching profession	1	2	3	4
k. Procedures for evaluating your performance	1	2	3	4
l. Number/type of classes	1	2	3	4
m. Availability of resources and materials/equipment for your classroom	1	2	3	4
n. General working conditions	1	2	3	4
o. Job security	1	2	3	4
p. Intellectual challenge	1	2	3	4
q. Student attendance and motivation to learn	1	2	3	4
r. School learning environment	1	2	3	4
s. Student discipline and behavior	1	2	3	4
t. Class size	1	2	3	4
u. Support from parents	1	2	3	4
v. Nonteaching demands, e.g., meetings and paperwork	1	2	3	4
w. Student progress	1	2	3	4
x. Relationship with colleagues	1	2	3	4
y. Opportunities to use your skills and abilities	1	2	3	4
z. Location of school	1	2	3	4

41. **Think back to your first teaching job and circle the option that best describes how you felt about it.**

(Circle One)

1. **Extremely positive**
2. **Mostly positive**
3. **Equally positive and negative**
4. **Mostly negative**
5. **Extremely negative**

42. **Please indicate the extent to which you agree or disagree with each of the following two statements.**

A. **When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.**

(Circle One)

1. **I agree**
2. **I tend to agree**
3. **I tend to disagree**
4. **I disagree**

B. **If I really try hard, I can get through to even the most difficult or unmotivated students.**

(Circle One)

1. **I agree**
2. **I tend to agree**
3. **I tend to disagree**
4. **I disagree**

43. **If you could go back to your college days and start over again, would you become a special education teacher?**

(Circle One)

1. **Certainly would become a special education teacher**
2. **Probably would become a special education teacher**
3. **Chances about even for and against**
4. **Probably would not become a special education teacher**
5. **Certainly would not become a special education teacher**

44. **If you could go back to your college days and start over again, would you become a teacher?**

(Circle One)

1. **Certainly would become a teacher**
2. **Probably would become a teacher**
3. **Chances about even for and against**
4. **Probably would not become a teacher**
5. **Certainly would not become a teacher**

PART I: PERSONAL INFORMATION

45. What is your current marital status?

(Circle One)

1. Married *Continue with item 46*
2. Widowed, divorced, or separated *Skip to item 47*
3. Never married *Skip to item 47*

46. What is your spouse's occupation?
(Please specify:________________________________)

47. Do you have children who are dependent on you for more than half of their financial support?

(Circle One)

1. Yes; If yes, how many children?________________
2. No *Skip to item 49*

48. What was the age of your youngest child on his/her last birthday? *(If your child is less than one year, please enter "0".)*

_______Age of youngest child

49. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

(Circle One)

1. Yes; If yes, how many persons?_________
2. No

50. Approximately what percentage do you contribute to your total family income?

________percent

51. Did you grow up in the Memphis area?

(Circle One)

1. Yes
2. No

52. **Which category represents the total combined pretax income of ALL FAMILY MEMBERS in your household during 1991?** ***This includes money from jobs, business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received from family members in your household who are 14 years of age or older.***

(Circle One)

1. **Less than $10,000**
2. **$10,000-14,999**
3. **$15,000-19,999**
4. **$20,000-24,999**
5. **$25,000-29,999**
6. **$30,000-34,999**
7. **$35,000-39,999**
8. **$40,000-49,999**
9. **$50,000-59,999**
10. **$60,000-74,999**
11. **$75,000-99,999**
12. **$100,000 or more**

53. **If you feel we have not covered a reason that was important to your leaving the Memphis City Schools, please describe it below.**

MANY, MANY THANKS FOR YOUR TIME AND COOPERATION.

ATTACHMENT D

Questionnaires Used in the Comprehensive Commitment and Retention Study

1992-93 SCHOOL YEAR QUESTIONNAIRE

MCS GENERAL EDUCATION TEACHERS

PART A: TEACHING ASSIGNMENT

1. **What is (are) your assignment subject(s) or area(s)?**

   (Circle only your primary assignment or assignments)

   1. Special Education
   2. Early Childhood Education
   3. Kindergarten
   4. Elementary
   5. Reading (e.g., Chapter 1)
   6. English/Journalism, etc.
   7. Social Studies/Religion/Psychology, etc.
   8. Mathematics
   9. Sciences
   10. Foreign Languages
   11. English as a Second Language
   12. Health/Physical Education
   13. Art/Music/Drama
   14. Vocational/Business Education
   15. Other *(Specify:* ______________________)

2. **What is the age range of the students you now teach?**

   _______ age of youngest student   _______ age of oldest student

3. **What is the TOTAL number of students for whom you are responsible each week (unduplicated count)?**

   _______ total number of students

4. **What is the smallest and largest number of students you teach during any period?**

   _______ smallest number of students   _______ largest number of students

5. **What is your typical class size (i.e., in general, how many students do you teach in your classes at the same time)?**

   _______ students

6. Do you generally have a teacher aide (assistant) available to assist you?

(Circle one)

1. Yes, full time --> Approximately how many hours does the aide assist you weekly? ______
2. Yes, part time --> Approximately how many hours does the aide assist you weekly? ______
3. No

7. Please circle the response choice that best reflects how you feel about each of the statements.

My teaching load is reasonable in terms of the:	***Agree***	***Tend to Agree***	***Tend to Disagree***	***Disagree***
1. Number of students in my classes	4	3	2	1
2. Age range of the students I serve	4	3	2	1
3. Range of the students' needs and abilities	4	3	2	1
4. Subjects/number of preparations that I have	4	3	2	1

8. Which of the following best describes the type of students you teach?

(Circle one)

1. Mainly high-achieving students
2. Mainly average-achieving students
3. Mainly low-achieving students
4. Wide range of achievement levels

9. Indicate the percentage of students in your classes who are in each of the following ethnic groups (percents should total 100).

______% African-American

______% European-American (White)

______% Other

10. In how many different schools do you teach?

_______ school(s)

11. **Beyond your normal work week, approximately how many total hours do you spend each week on each of the following types of activities?** *Include only those hours spent BEFORE school, AFTER school, and/or ON THE WEEKEND.*

_____ hours on activities involving student interaction (e.g., tutoring, coaching, field trips, transporting students)

_____ hours on other activities (e.g., preparation, grading papers, parent conferences, meetings)

PART B: PROFESSIONAL QUALIFICATIONS

12. **What is the highest degree you have earned?**

(Circle one)

1. B.A. or B.S.
2. Master's Degree.
3. Ed.S.
4. Ph.D. or Ed.D.

13. **How well prepared do you feel for your teaching assignment this year?**

(Circle one)

1. Very well prepared
2. Well prepared
3. Adequately prepared
4. Not adequately prepared

14. **Why did you decide to become a teacher?**

(Circle no more than three reasons from the list below that were most important to your decision to become a teacher)

1. I fell into it by accident
2. I always wanted to or always thought I'd be good at it
3. I liked the vacations, work hours, or job security
4. I liked working with young people
5. I wanted to contribute to society/be of service to others
6. I was inspired or encouraged by my former teachers
7. My relatives were teachers
8. I received financial incentives to pursue teaching
9. Other reason:________________________________

15. When you first started teaching, how long did you intend to remain in teaching?

(Circle one)

1. Until retirement
2. For a long time
3. For a few years only
4. Until I had children
5. I can't remember/I'm not sure

16. How many total years (including this year) have you taught special or general education full-time, whether in the Memphis City Schools or elsewhere?

______ Years

17. How many years (including this year) have you worked full-time in the Memphis City Schools (in any capacity)?

________ Years

PART C. WORK EXPERIENCES AND PERCEPTIONS

18. Please indicate the degree to which each of the following statements reflects your views about the school you teach in.

(Please circle one on each line)

		Agree	Tend to Agree	Tend to Disagree	Disagree
1.	I am proud of the reputation of this school	4	3	2	1
2.	Student behavior is a problem in this school	4	3	2	1
3.	I have influence over school-related policies	4	3	2	1
4.	This school has a positive learning environment	4	3	2	1
5.	Students are committed to learning at this school	4	3	2	1
6.	The morale of the school staff is low	4	3	2	1
7.	This is a safe school for staff and students	4	3	2	1
8.	The school facility is comfortable and attractive	4	3	2	1

19. **Please indicate the extent to which you agree with each of the following statements about the level of administrative support that you receive.**

If you work with two or more principals or assistant principals, or with two or more central office supervisors, answer for the one with whom you have the greatest amount of contact.

For each item, please circle one response under Column A and one under Column B. If you do not have a central office supervisor, check here _____ and do not complete Column B.

	Principal/Assistant Principal				Central Office Supervisor			
	A	TA	TD	D	A	TA	TD	D
1. Has my respect and trust	4	3	2	1	4	3	2	1
2. Interacts with me frequently	4	3	2	1	4	3	2	1
3. Attends to my feelings and needs	4	3	2	1	4	3	2	1
4. Recognizes and appreciates the work I do	4	3	2	1	4	3	2	1
5. Provides current information about teaching/learning	4	3	2	1	4	3	2	1
6. Provides helpful feedback about my teaching	4	3	2	1	4	3	2	1
7. Informs me about school/district policies	4	3	2	1	4	3	2	1
8. Supports my actions and ideas	4	3	2	1	4	3	2	1
9. Explains reasons behind programs and practices	4	3	2	1	4	3	2	1
10. Allows me input into decisions that affect me	4	3	2	1	4	3	2	1
11. Helps me solve problems	4	3	2	1	4	3	2	1
12. Supports me in my interactions with parents	4	3	2	1	4	3	2	1
13. Understands my program and what I do	4	3	2	1	4	3	2	1
14. Provides leadership about what we are trying to achieve	4	3	2	1	4	3	2	1

20. Please indicate the degree to which each of the following statements reflects your experiences with your colleagues at your school.

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. Most of my colleagues in this school understand what I do	4	3	2	1
2. I often exchange professional ideas with other teachers in this school	4	3	2	1
3. I feel included in what goes on at this school	4	3	2	1
4. I have close colleagues with whom I can confide in this school	4	3	2	1
5. I have interpersonal problems with some of my colleagues	4	3	2	1
6. Most teachers in my school treat me with respect	4	3	2	1
7. Most of my colleagues have high expectations for themselves	4	3	2	1
8. I have a number of colleagues who are not competent	4	3	2	1
9. I have opportunities to observe other classrooms and teachers	4	3	2	1

21. Please indicate the degree to which each of the following statements reflects your experiences with special and general education at your school.

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. I have frequent interactions with special educators	4	3	2	1
2. I understand special education programs	4	3	2	1
3. I work effectively with special education students	4	3	2	1
4. The staff at this school have positive attitudes toward special education staff and students	4	3	2	1
5. I am reluctant to include special education students in my classes	4	3	2	1
6. I have the knowledge to work effectively with students with disabilities	4	3	2	1

22. Please indicate the extent to which you agree with each of the following statements about your individual teaching assignments and the students you work with in your classes.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. I know what is expected of me	4	3	2	1
2. I have autonomy in making classroom decisions	4	3	2	1
3. I have input into which students are assigned to my classes	4	3	2	1
4. My students come to class ready to work	4	3	2	1
5. I have good relationships with my students	4	3	2	1
6. My students attend school on a regular basis	4	3	2	1
7. My students respect me	4	3	2	1
8. My students are motivated and cooperative	4	3	2	1
9. My students are appropriately placed in my classes	4	3	2	1

23. Please indicate the degree to which each of the following statements reflects your views about your experiences with parents.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. Parents usually attend scheduled conferences	4	3	2	1
2. Many of my students' parents regularly spend time with students on instruction at home	4	3	2	1
3. Most of my students' parents respect and support the things I do	4	3	2	1
4. I have good relations with my students' parents	4	3	2	1

24. **Please indicate the degree to which each of the following statements reflects your views about your teaching resources.**

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. I have the instructional materials that I need	4	3	2	1
2. I have the basic supplies (e.g., paper, chalk) that I need	4	3	2	1
3. I have adequate duplicating/copying equipment or services	4	3	2	1
4. The procedures for obtaining materials and services are well defined and efficient	4	3	2	1
5. I have the audio-visual aids that I need	4	3	2	1
6. I have the computers/electronic devices that I need	4	3	2	1
7. My students have opportunities to use computers	4	3	2	1
8. I have the aide/clerical assistance that I need	4	3	2	1
9. I have an adequate amount of instructional space	4	3	2	1

25. **Please indicate the degree to which each of the following statements reflects your views about your workload.**

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. Parent demands upon my time are reasonable	4	3	2	1
2. Details, "red tape," and required paperwork absorb too much of my time	4	3	2	1
3. My classes are used as a "dumping ground" for problem students	4	3	2	1
4. Demand for my involvement in extracurricular activities is reasonable	4	3	2	1
5. Keeping up professionally is a considerable burden	4	3	2	1
6. The number of hours I must work after school is reasonable	4	3	2	1
7. I have adequate planning time	4	3	2	1

26. Please indicate the degree to which each of the following statements reflects your views about your learning opportunities.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. In my job, I have many opportunities to learn new things	4	3	2	1
2. Inservice programs are relevant and useful	4	3	2	1
3. Ideas presented at inservices are discussed afterwards by teachers	4	3	2	1
4. I feel intellectually challenged	4	3	2	1
5. I participate in professional learning opportunities that are not required for certification or by MCS	4	3	2	1

27. Thinking about your work with your students, please indicate the extent to which you agree or disagree with each of the following statements.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. If I really try hard, I can get through to even the most difficult or unmotivated students	4	3	2	1
2. It's hard to judge how I'm doing in my teaching	4	3	2	1
3. I am satisfied with the accomplishments and progress of most of my students	4	3	2	1
4. I can generally deal successfully with behavior problems in my classes	4	3	2	1
5. I feel that I am making a significant difference in the lives of my students	4	3	2	1
6. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment	4	3	2	1

28. Think about your students--their abilities and the goals you may have set for them. In your estimation, what percentage of your students have made satisfactory progress this year?

______ %

29. The following statements express various "feelings" that teachers experience concerning their jobs. Please indicate how often you experience the feelings described in each statement by circling the appropriate response.

(Please circle one on each line)

	Almost Never	Occasionally	Fairly Often	Frequently	Almost Always
1. I worry about school problems while at home	1	2	3	4	5
2. I am often upset at work	1	2	3	4	5
3. I am often frustrated at work	1	2	3	4	5
4. I am often tense at work	1	2	3	4	5
5. The amount of work I have to get done interferes with how well it gets done	1	2	3	4	5
6. I am often under a lot of pressure at work	1	2	3	4	5

30. Overall, how satisfied are you with your current job in the Memphis City Schools?

(Circle only one)

1. Very satisfied
2. Somewhat satisfied
3. Somewhat dissatisfied
4. Very dissatisfied

31. Please indicate the degree to which each of the following statements reflects your views about your work in Memphis City Schools.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. The job security of my present position is important to me	4	3	2	1
2. Summer vacations are an important reason for remaining in teaching	4	3	2	1
3. I like my current work hours	4	3	2	1
4. The location of my current school(s) is convenient for me	4	3	2	1
5. Salary policies are administered with fairness and justice	4	3	2	1
6. Salaries paid in this school system compare favorably with salaries in other systems I might consider teaching in	4	3	2	1
7. This district offers a reasonable benefits package	4	3	2	1

32. Please indicate the extent of your desire to remain in:

(Please circle one on each line)

	No Desire to Remain	*Little Desire to Remain*	*Moderate Desire to Remain*	*Great Desire to Remain*
1. Your current school	1	2	3	4
2. Your current teaching field	1	2	3	4
3. The Memphis City Schools	1	2	3	4
4. The teaching profession	1	2	3	4

33. Please indicate the degree to which each of the following statements reflects your views about your teaching field (e.g., elementary education, physical education, and mathematics).

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. I am satisfied with my choice of teaching field	4	3	2	1
2. I would transfer to another teaching field if I had the opportunity	4	3	2	1
3. I am willing to put forth considerable effort in order to be successful in my field	4	3	2	1
4. If I could go back to my college days and start over again, I would again choose my teaching field	4	3	2	1
5. I would recommend that young people pursue careers in my teaching field	4	3	2	1

34. **Please indicate the degree to which each of the following statements reflects your views.**

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. I would become a teacher if I had it to do over again	4	3	2	1
2. I would move to a nonteaching position if it had comparable income and benefits	4	3	2	1
3. I am proud to tell others I am a teacher	4	3	2	1
4. Being a teacher is rewarding and contributes to a satisfying life	4	3	2	1
5. I am proud to tell others I am part of MCS	4	3	2	1
6. Deciding to work in MCS was a definite mistake on my part	4	3	2	1
7. I talk up MCS to my friends as a great district to work in	4	3	2	1

PART D. CAREER PLANS AND INFLUENCES

35. **Do you want to transfer to a teaching position in another school in Memphis City?**

(Circle one)

1. Yes
2. No *Skip to item 38*

36. **Please indicate the names of the school(s) to which you would like to transfer:**

1st choice____

2nd choice____

3rd choice____

37. **Please briefly indicate your two most important reasons for wanting a transfer.**

Reason #1:__________________________________

Reason #2:__________________________________

38. How long do you plan to remain in teaching?

(Circle one)

1. As long as I am able
2. Until I am eligible for retirement
3. Will probably continue unless something better comes along
4. Definitely plan to leave as soon as I can
5. Undecided

39. Do you plan to be in your current position in 3 years?

(Circle one)

1. Yes *Skip to item 45*
2. No

40. Which of the following is the primary reason that you plan not to be teaching in your current position in 3 years?

(Circle only one, the primary reason)

1. Family or personal move
2. Pregnancy or childrearing
3. Health problems (self or family)
4. To retire
5. To pursue another education-related career
6. To pursue a career outside of education
7. For an even better teaching assignment
8. For better salary or benefits
9. Dissatisfied with current teaching assignment
10. Dissatisfied with teaching as a career
11. To take sabbatical or break from teaching
12. Other (Specify:________________)

If you had a "second" or "third" important reason for planning to leave, select each additional reason from the above listing and record the corresponding number (1-12) below.

___ Second Important Reason

___ Third Important Reason

41. Did you circle reason "9" or "10" (dissatisfied with your current teaching assignment or teaching as a career) in item 40 above as one of your reasons for leaving?

(Circle One)

1. Yes
2. No *Skip to item 43*

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42. Listed below are reasons for dissatisfaction that might contribute to a teacher's decision to leave teaching. What are your primary reasons for wanting to leave your current position?

(Circle only those that are important to your plans to leave)

1. Lack of opportunity for professional advancement
2. Inadequate support from central administration
3. Inadequate support from principal(s)
4. Lack of adequate support staff (e.g., aides, clerical assistants)
5. Inadequate facilities or classrooms
6. Unsafe working environment
7. Lack of influence over school/district policies and practices
8. Lack of control over classroom decisions
9. Inappropriate placement of students with disabilities
10. Inadequate program design or curriculum
11. Lack of professional competence of colleagues
12. Poor student attendance or motivation to learn
13. Lack of student progress
14. Lack of sense of accomplishment
15. Demands of working with special education students
16. Class size/case load too large
17. Student discipline problems
18. Problems with other teachers
19. Too much paperwork
20. Too many nonteaching responsibilities
21. Monotony/routine of job
22. Poor salary and fringe benefits
23. Lack of challenge/opportunities for growth
24. Lack of appreciation/respect
25. Problems with parents
26. Stress associated with teaching
27. Other *(Specify:*
____
____
______________________________)

From the areas of dissatisfaction presented in item 42 above, select the one that was most important to your decision to leave teaching and record the corresponding number (1-27) below.

______Number of most important area of dissatisfaction.

43. Do you plan to be employed full-time outside the home or a full-time student three years from now?

(Circle one)

1. Yes
2. No *Skip to item 46*

44. Indicate what you plan to be doing in three years.

(Circle one)

1. Teaching special education in another school district
2. Teaching special education in another school in Memphis
3. Teaching general education in Memphis
4. Teaching general education in another school district
5. Employed as an administrator in education
6. Employed in education, but in a nonteaching job (other than an administrator)
7. Employed outside of education
8. Pursuing a graduate degree full time in special education
9. Pursuing a graduate degree full time in education, but not special education
10. Pursuing a graduate degree full time in non-education field
11. Other*(please specify:*________________________*)*

Skip to item 46 after completing item 44

45. Which of the following is the primary reason that you plan to stay in your current position?

(Circle one)

1. Income and benefits
2. School administrative support
3. Central administrative support
4. Colleague support
5. Parent support
6. School location
7. Job flexibility
8. Job schedule (hours, vacations)
9. Opportunities to pursue outside interests
10. Satisfaction of work with students
11. Feel competent/successful
12. Job security
13. Opportunities for growth/challenge
14. Recognition by others
15. Position compatible with family considerations/responsibilities
16. Limited career opportunities outside of teaching
17. Other*(please specify:*______________________*)*

If you had a "second" or "third" important reason for planning to stay, select each additional reason from the above listing and record the corresponding number (1-17) below.

____Second Important Reason

____Third Important Reason

46. Please indicate the degree to which each of the following statements reflects your perceptions about your non-teaching opportunities.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. It would be difficult for me to find a non-teaching job with comparable salary and benefits	4	3	2	1
2. I am afraid of what might happen if I quit teaching without having another job lined up	4	3	2	1
3. I have too much at stake financially to leave teaching	4	3	2	1

PART E. PERSONAL INFORMATION

47. What is your current marital status?

(Circle one)

1. Married *Continue with item 48*
2. Widowed, divorced, or separated *Skip to item 49*
3. Never married *Skip to item 49*

48. Is your spouse employed?

(Circle one)

1. Yes *(Please specify occupation:*______________________________*)*
2. No

49. Do you have persons other than your spouse who are dependent on you for more than half of their financial support?

(Circle one)

1. Yes *(If yes, how many persons?* ____*)*
2. No *Skip to item 51*

50. What was the age of your youngest dependent on his/her last birthday? *(If your child is less than one year, please enter "0".)*

________Age of youngest dependent

51. Approximately what percentage do you contribute to your total family income?

________percentage

52. Did you grow up in the Memphis area?

(Circle one)

1. Yes
2. No

53. Do you presently hold another part-time or full-time job outside of Memphis City Schools?

(Circle one)

1. Yes
2. No

54. Do you expect to hold a paying job outside of Memphis City Schools this summer?

(Circle one)

1. Yes
2. No

55. Which category represents the total combined pretax income of ALL FAMILY MEMBERS in your household during 1992? *This includes money from jobs, business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received from family members in your household who are 14 years of age or older.*

(Circle one)

1. **Less than $10,000**
2. **$10,000-14,999**
3. **$15,000-19,999**
4. **$20,000-24,999**
5. **$25,000-29,999**
6. **$30,000-34,999**
7. **$35,000-39,999**
8. **$40,000-49,999**
9. **$50,000-59,999**
10. **$60,000-74,999**
11. **$75,000-99,999**
12. **$100,000 or more**

PART F. GENERAL COMMENTS

56. **What are the most pressing problems you face as a teacher? For each identified problem, list what actions you believe the MCS should take to solve it. Please be specific.**

Problem #1: ____________________

List actions needed to solve problem #1 above:

____

____

____

Problem #2: ____________________

List actions needed to solve problem #2 above:

____

____

____

Problem #3: ____________________

List actions needed to solve problem #3 above:

____

____

____

57. Inclusion of students with disabilities on a fulltime basis in general education classes, with appropriate support, is being proposed by many groups and educational leaders throughout the country.

We want your opinion on the extent to which students with disabilities should be included in general education classes in the Memphis City Schools. Please indicate which statement best describes your position on this issue.

(Circle only one)

1. We should serve fewer students with disabilities in general education settings than we are now serving in the Memphis City Schools.
2. We should continue to serve those students with disabilities that we are presently serving in general education settings; no changes need to be made.
3. We should include more students with disabilities in general education settings than we are now serving, however, some students are better served in special education settings.
4. Almost all students with disabilities could be included in general education settings for most of the school day given appropriate support.
5. I do not have an opinion on the inclusion of students with disabilities in general education settings.

Please feel free to express your opinions about the inclusion of students with disabilities in general education settings in more detail below.

58. Please feel free to make any comments below regarding your teaching career in general, as well as your teaching experience in the MCS.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

1992-93 SCHOOL YEAR QUESTIONNAIRE

MCS SPECIAL EDUCATION TEACHERS

PART A: TEACHING ASSIGNMENT

1. **What is the TOTAL number of students for whom you are responsible each week (unduplicated count)?**

   ______ total number of students

2. **Of the number of students you identified in #1 above, how many are in each of the following categories?** *Please write the number of students in the blank by the disability area. Each student should be counted in only a single category that indicates his or her primary disability.*

____ Learning disabilities
____ Speech/language impairments
____ Emotional disturbances
____ Educable mental retardation
____ Trainable mental retardation
____ Severe/profound mental retardation
____ Deaf/hearing impairments
____ Blind/visual impairments
____ Deaf-Blind
____ Autism
____ Traumatic brain injuries
____ Physical disabilities (orthopedic impairments)
____ Multiple disabilities
____ Health impairments
____ Developmental delays
____ Pre-school disabilities
____ Gifted and talented
____ Other(*Specify:*________________)

3. **Indicate the type of service model in which you currently teach.**

(Circle one, the primary model)

1. Resource
2. Combined resource/self-contained
3. Self-contained
4. Home-based instruction
5. Other(*Specify:* ________________________________)

4. **What is the age range of the students you now teach?**

________ age of youngest student ________ age of oldest student

5. **What is the smallest and largest number of students you teach during any period?**

________ smallest number of students ________ largest number of students

6. **What is your typical class size (i.e., in general, how many students do you teach in a class at the same time)?**

________ students

7. **Do you generally have a teacher aide (assistant) available to assist you?**

(Circle one)

1. Yes, full time --> Approximately how many hours does the aide assist you weekly? ________
2. Yes, part time --> Approximately how many hours does the aide assist you weekly? ________
3. No

8. **Please circle the response choice that best reflects how you feel about each of the statements.**

My teaching load is reasonable in terms of the:	***Agree***	***Tend to Agree***	***Tend to Disagree***	***Disagree***
1. Number of students in my classes	4	3	2	1
2. Age range of the students I serve	4	3	2	1
3. Range of student disabilities I serve	4	3	2	1
4. Range of the students' needs and abilities	4	3	2	1
5. Severity of students I serve	4	3	2	1
6. Subjects/number of preparations that I have	4	3	2	1

9. **Indicate the percentage of students in your classes who are in each of the following ethnic groups (percents should total 100).**

_____% African-American

_____% European-American (White)

_____% Other

10. **In how many different schools do you teach?**

_______ school(s)

11. **How many full-time special educators (including full-time speech pathologists) are assigned to the school in which you teach?** *Do not count yourself*

_______ full-time special educators

12. **Beyond your normal work week, approximately how many total hours do you spend each week on each of the following types of activities?** *Include only those hours spent BEFORE school, AFTER school, and/or ON THE WEEKEND.*

_____ hours on activities involving student interaction (e.g., tutoring, coaching, field trips, transporting students)

_____ hours on other activities (e.g., preparation, grading papers, parent conferences, meetings)

PART B: PROFESSIONAL QUALIFICATIONS

13. **What is the highest degree you have earned?**

(Circle one)

1. B.A. or B.S.
2. Master's Degree.
3. Ed.S.
4. Ph.D. or Ed.D.

14. **How well prepared do you feel for your teaching assignment this year?**

(Circle one)

1. Very well prepared
2. Well prepared
3. Adequately prepared
4. Not adequately prepared

15. **Why did you decide to become a teacher?**

(Circle no more than three reasons from the list below that were most important to your decision to become a teacher)

1. I fell into it by accident
2. I always wanted to or always thought I'd be good at it
3. I liked the vacations, work hours, and/or job security
4. I liked working with young people
5. I wanted to contribute to society/be of service to others
6. I was inspired or encouraged by my former teachers
7. My relatives were teachers
8. I received financial incentives to pursue teaching
9. Other reason:____________________________

16. **Why did you decide to become a special education teacher?**

(Circle no more than three reasons from the list below that were most important to your decision to become a teacher)

1. I had a friend or family member with a disability
2. I had prior volunteer or work experiences with special needs students
3. I always wanted to work with students who have disabilities
4. There were more job opportunities in special than general education
5. I wanted to work with smaller numbers of students
6. I thought there would be better opportunities for advancement
7. I wanted a change from general education teaching
8. I had a friend or relative who is a special educator
9. I became interested through a special education course
10. I wanted the challenge of working with special populations
11. I received financial incentives in college to pursue special education teaching
12. There was an excellent special education training program at my college
13. Other (____________________________)

17. **When you first started teaching, how long did you intend to remain in teaching?**

(Circle one)

1. Until retirement
2. For a long time
3. For a few years only
4. Until I had children
5. I can't remember/I'm not sure

18. **How many total years (including this year) have you taught special or general education full-time, whether in the Memphis City Schools or elsewhere?**

______ Years

19. **How many total years (including this year) have you taught full-time in special education, whether in the Memphis City Schools or elsewhere?**

_______ **Years**

20. **How many years (including this year) have you worked full-time in the Memphis City Schools (in any capacity)?**

________ **Years**

PART C. WORK EXPERIENCES AND PERCEPTIONS

21. **Please indicate the degree to which each of the following statements reflects your views about the school you teach in.**

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. I am proud of the reputation of this school	4	3	2	1
2. Student behavior is a problem in this school	4	3	2	1
3. I have influence over school-related policies	4	3	2	1
4. This school has a positive learning environment	4	3	2	1
5. Students are committed to learning at this school	4	3	2	1
6. The morale of the school staff is low	4	3	2	1
7. This is a safe school for staff and students	4	3	2	1
8. The school facility is comfortable and attractive	4	3	2	1

22. **Please indicate the extent to which you agree with each of the following statements about the level of administrative support that you receive.**

If you work with two or more principals or assistant principals, or with two or more central office supervisors, answer for the one with whom you have the greatest amount of contact.

For each item, please circle one response under Column A and one under Column B. If you do not have a central office supervisor, check here _____ and do not complete Column B.

	Principal/Assistant Principal				Central Office Supervisor			
	A	TA	TD	D	A	TA	TD	D
1. Has my respect and trust	4	3	2	1	4	3	2	1
2. Interacts with me frequently	4	3	2	1	4	3	2	1
3. Attends to my feelings and needs	4	3	2	1	4	3	2	1
4. Recognizes and appreciates the work I do	4	3	2	1	4	3	2	1
5. Provides current information about teaching/learning	4	3	2	1	4	3	2	1
6. Provides helpful feedback about my teaching	4	3	2	1	4	3	2	1
7. Informs me about school/district policies	4	3	2	1	4	3	2	1
8. Supports my actions and ideas	4	3	2	1	4	3	2	1
9. Explains reasons behind programs and practices	4	3	2	1	4	3	2	1
10. Allows me input into decisions that affect me	4	3	2	1	4	3	2	1
11. Helps me solve problems	4	3	2	1	4	3	2	1
12. Supports me in my interactions with parents	4	3	2	1	4	3	2	1
13. Understands my program and what I do	4	3	2	1	4	3	2	1
14. Provides leadership about what we are trying to achieve	4	3	2	1	4	3	2	1

23. **Please indicate the degree to which each of the following statements reflects your experiences with your colleagues at your school.**

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. Most of my colleagues in this school understand what I do	4	3	2	1
2. I often exchange professional ideas with other teachers in this school	4	3	2	1
3. I feel included in what goes on at this school	4	3	2	1
4. I have close colleagues with whom I can confide in this school	4	3	2	1
5. I have interpersonal problems with some of my colleagues	4	[illegible]	2	1
6. Most teachers in my school treat me with respect	4	3	2	1
7. Most of my colleagues have high expectations for themselves	4	3	2	1
8. I have a number of colleagues who are not competent	4	3	2	1
9. I have opportunities to observe other classrooms and teachers	4	3	2	1

24. **Please indicate the degree to which each of the following statements reflects your experiences with special and general education at your school.**

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. I have frequent interactions with general educators	4	3	2	1
2. Most general education teachers in my school understand special education programs	4	3	2	1
3. General educators in my school work effectively with special education students	4	3	2	1
4. The staff at this school have positive attitudes toward special education staff and students	4	3	2	1
5. General education teachers are reluctant to include special education students in their classes	4	3	2	1
6. General educators have the knowledge to work effectively with students with disabilities	4	3	2	1

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25. Please indicate the extent to which you agree with each of the following statements about your individual teaching assignments and the students you work with in your classes.

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. I know what is expected of me	4	3	2	1
2. I have autonomy in making classroom decisions	4	3	2	1
3. I have input into which students are assigned to my classes	4	3	2	1
4. My students come to class ready to work	4	3	2	1
5. I have good relationships with my students	4	3	2	1
6. My students attend school on a regular basis	4	3	2	1
7. My students respect me	4	3	2	1
8. My students are motivated and cooperative	4	3	2	1
9. My students are appropriately placed in my classes	4	3	2	1
10. I am free to move my students into general education classes when they are ready	4	3	2	1

26. Please indicate the degree to which each of the following statements reflects your views about your experiences with parents.

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. Parents usually attend scheduled conferences	4	3	2	1
2. Many of my students' parents regularly spend time with students on instruction at home	4	3	2	1
3. Most of my students' parents respect and support the things I do	4	3	2	1
4. I have good relations with my students' parents	4	3	2	1

27. Please indicate the degree to which each of the following statements reflects your views about your teaching resources.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. I have the instructional materials that I need	4	3	2	1
2. I have the basic supplies (e.g., paper, chalk) that I need	4	3	2	1
3. I have adequate duplicating/copying equipment or services	4	3	2	1
4. The procedures for obtaining materials and services are well defined and efficient	4	3	2	1
5. I have the audio-visual aids that I need	4	3	2	1
6. I have the computers/electronic devices that I need	4	3	2	1
7. My students have opportunities to use computers	4	3	2	1
8. I have the aide/clerical assistance that I need	4	3	2	1
9. I have an adequate amount of instructional space	4	3	2	1

28. Please indicate the degree to which each of the following statements reflects your views about your workload.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. Parent demands upon my time are reasonable	4	3	2	1
2. Details, "red tape," and required paperwork absorb too much of my time	4	3	2	1
3. My classes are used as a "dumping ground" for problem students	4	3	2	1
4. Demand for my involvement in extracurricular activities is reasonable	4	3	2	1
5. Keeping up professionally is a considerable burden	4	3	2	1
6. The number of hours I must work after school is reasonable	4	3	2	1
7. I have adequate planning time	4	3	2	1

29. Please indicate the degree to which each of the following statements reflects your views about your learning opportunities.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. In my job, I have many opportunities to learn new things	4	3	2	1
2. Inservice programs are relevant and useful	4	3	2	1
3. Ideas presented at inservices are discussed afterwards by teachers	4	3	2	1
4. I feel intellectually challenged	4	3	2	1
5. I participate in professional learning opportunities that are not required for certification or by MCS	4	3	2	1

30. Thinking about your work with your students, please indicate the extent to which you agree or disagree with each of the following statements.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. If I really try hard, I can get through to even the most difficult or unmotivated students	4	3	2	1
2. It's hard to judge how I'm doing in my teaching	4	3	2	1
3. I am satisfied with the accomplishments and progress of most of my students	4	3	2	1
4. I can generally deal successfully with behavior problems in my classes	4	3	2	1
5. I feel that I am making a significant difference in the lives of my students	4	3	2	1
6. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment	4	3	2	1

31. Think about your students--their abilities and the goals you may have set for them. In your estimation, what percentage of your students have made satisfactory progress this year?

_______ %

32. The following statements express various "feelings" that teachers experience concerning their jobs. Please indicate how often you experience the feelings described in each statement by circling the appropriate response.

(Please circle one on each line)

	Almost Never	*Occasionally*	*Fairly Often*	*Frequently*	*Almost Always*
1. I worry about school problems while at home	1	2	3	4	5
2. I am often upset at work	1	2	3	4	5
3. I am often frustrated at work	1	2	3	4	5
4. I am often tense at work	1	2	3	4	5
5. The amount of work I have to get done interferes with how well it gets done	1	2	3	4	5
6. I am often under a lot of pressure at work	1	2	3	4	5

33. Overall, how satisfied are you with your current job in the Memphis City Schools?

(Circle only one)

1. Very satisfied
2. Somewhat satisfied
3. Somewhat dissatisfied
4. Very dissatisfied

34. Please indicate the degree to which each of the following statements reflects your views about your work in Memphis City Schools.

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. The job security of my present position is important to me	4	3	2	1
2. Summer vacations are an important reason for remaining in teaching	4	3	2	1
3. I like my current work hours	4	3	2	1
4. The location of my current school(s) is convenient for me	4	3	2	1
5. Salary policies are administered with fairness and justice	4	3	2	1
6. Salaries paid in this school system compare favorably with salaries in other systems I might consider teaching in	4	3	2	1
7. This district offers a reasonable benefits package	4	3	2	1

35. Please indicate the extent of your desire to remain in:

(Please circle one on each line)

	No Desire to Remain	*Little Desire to Remain*	*Moderate Desire to Remain*	*Great Desire to Remain*
1. Your current school	1	2	3	4
2. Your current teaching field	1	2	3	4
3. The Memphis City Schools	1	2	3	4
4. The teaching profession	1	2	3	4

36. Please indicate the degree to which each of the following statements reflects your views about your teaching field (e.g., special education).

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. I am satisfied with my choice of teaching field	4	3	2	1
2. I would transfer to another teaching field if I had the opportunity	4	3	2	1
3. I am willing to put forth considerable effort in order to be successful in my field	4	3	2	1
4. If I could go back to my college days and start over again, I would again choose my teaching field	4	3	2	1
5. I would recommend that young people pursue careers in my teaching field	4	3	2	1
6. I would accept a non special education teaching position if it was offered to me	4	3	2	1
7. I am committed to working with students with disabilities	4	3	2	1

37. Please indicate the degree to which each of the following statements reflects your views.

(Please circle one on each line)

	Agree	Tend to Agree	Tend to Disagree	Disagree
1. I would become a teacher if I had it to do over again	4	3	2	1
2. I would move to a nonteaching position if it had comparable income and benefits	4	3	2	1
3. I am proud to tell others I am a teacher	4	3	2	1
4. Being a teacher is rewarding and contributes to a satisfying life	4	3	2	1
5. I am proud to tell others I am part of MCS	4	3	2	1
6. Deciding to work in MCS was a definite mistake on my part	4	3	2	1
7. I talk up MCS to my friends as a great district to work in	4	3	2	1

PART D. CAREER PLANS AND INFLUENCES

38. Do you want to transfer to a teaching position in another school in Memphis City?

(Circle one)

1. Yes
2. No *Skip to item 41*

39. Please indicate the names of the school(s) to which you would like to transfer:

1st choice____

2nd choice____

3rd choice____

40. Please briefly indicate your two most important reasons for wanting a transfer.

Reason #1:____

Reason #2:____

41. How long do you plan to remain in teaching?

(Circle one)

1. As long as I am able
2. Until I am eligible for retirement
3. Will probably continue unless something better comes along
4. Definitely plan to leave as soon as I can
5. Undecided

42. How long do you plan to remain in special education teaching?

(Circle one)

1. As long as I am able
2. Until I am eligible for retirement
3. Will probably continue unless something better comes along
4. Definitely plan to leave as soon as I can
5. Undecided at this time

43. Do you plan to be in your current position in 3 years?

(Circle one)

1. Yes *Skip to item 49*
2. No

44. Which of the following is the primary reason that you plan not to be teaching in your current position in 3 years?

(Circle only one, the primary reason)

1. Family or personal move
2. Pregnancy or childrearing
3. Health problems (self or family)
4. To retire
5. To pursue another education-related career
6. To pursue a career outside of education
7. For an even better teaching assignment
8. For better salary or benefits
9. Dissatisfied with current teaching assignment
10. Dissatisfied with teaching as a career
11. To take sabbatical or break from teaching
12. Other (Specify:__________________)

If you had a "second" or "third" important reason for planning to leave, select each additional reason from the above listing and record the corresponding number (1-12) below.

___ Second Important Reason

___ Third Important Reason

541

45. **Did you circle reason "9" or "10" (dissatisfied with your current teaching assignment or teaching as a career) in item 44 above as one of your reasons for leaving?**

(Circle one)

1. Yes
2. No *Skip to item 47*

46. **Listed below are reasons for dissatisfaction that might contribute to a teacher's decision to leave teaching. What are your primary reasons for wanting to leave your current position?**

(Circle only those that are important to your plans to leave)

1. Lack of opportunity for professional advancement
2. Inadequate support from central administration
3. Inadequate support from principal(s)
4. Lack of adequate support staff (e.g., aides, clerical assistants)
5. Inadequate facilities or classrooms
6. Unsafe working environment
7. Lack of influence over school/district policies and practices
8. Lack of control over classroom decisions
9. Inappropriate placement of students with disabilities
10. Inadequate program design or curriculum
11. Lack of professional competence of colleagues
12. Poor student attendance or motivation to learn
13. Lack of student progress
14. Lack of sense of accomplishment
15. Demands of working with special education students
16. Class size/case load too large
17. Student discipline problems
18. Problems with other teachers
19. Too much paperwork
20. Too many nonteaching responsibilities
21. Monotony/routine of job
22. Poor salary and fringe benefits
23. Lack of challenge/opportunities for growth
24. Lack of appreciation/respect
25. Problems with parents
26. Stress associated with teaching
27. Other *(Specify:*
____
____
______________________________)

From the areas of dissatisfaction presented in item 46 above, select the one that was most important to your decision to leave teaching and record the corresponding number (1-27) below.

______Number of most important area of dissatisfaction.

47. **Do you plan to be employed full-time outside the home or a full-time student three years from now?**

(Circle one)

1. Yes
2. No *Skip to item 50*

48. Indicate what you plan to be doing in three years.

(Circle one)

1. Teaching special education in another school district
2. Teaching special education in another school in Memphis
3. Teaching general education in Memphis
4. Teaching general education in another school district
5. Employed as an administrator in education
6. Employed in education, but in a nonteaching job (other than an administrator)
7. Employed outside of education
8. Pursuing a graduate degree full time in special education
9. Pursuing a graduate degree full time in education, but not special education
10. Pursuing a graduate degree full time in non-education field
11. Other*(please specify:*___________________________)

Skip to item 50 after completing item 48

49. Which of the following is the primary reason that you plan to stay in your current position?

(Circle one)

1. Income and benefits
2. School administrative support
3. Central administrative support
4. Colleague support
5. Parent support
6. School location
7. Job flexibility
8. Job schedule (hours, vacations)
9. Opportunities to pursue outside interests
10. Satisfaction of work with students
11. Feel competent/successful
12. Job security
13. Opportunities for growth/challenge
14. Recognition by others
15. Position compatible with family considerations/responsibilities
16. Limited career opportunities outside of teaching
17. Other*(please specify:*__________________________________

If you had a "second" or "third" important reason for planning to stay, select each additional reason from the above listing and record the corresponding number (1-17) below.

____Second Important Reason

____Third Important Reason

50. Please indicate the degree to which each of the following statements reflects your perceptions about your non-teaching opportunities.

(Please circle one on each line)

	Agree	*Tend to Agree*	*Tend to Disagree*	*Disagree*
1. It would be difficult for me to find a non-teaching job with comparable salary and benefits	4	3	2	1
2. I am afraid of what might happen if I quit teaching without having another job lined up	4	3	2	1
3. I have too much at stake financially to leave teaching	4	3	2	1

PART E. PERSONAL INFORMATION

51. What is your current marital status?

(Circle one)

1. Married *Continue with item 52*
2. Widowed, divorced, or separated *Skip to item 53*
3. Never married *Skip to item 53*

52. Is your spouse employed?

(Circle one)

1. Yes *(Please specify occupation:______________________________)*
2. No

53. Do you have persons (other than a spouse) who are dependent on you for more than half of their financial support?

(Circle one)

1. Yes *(If yes, how many persons? ____)*
2. No *Skip to item 55*

54. What was the age of your youngest dependent on his/her last birthday? *(If your child is less than one year, please enter "0".)*

________Age of youngest dependent

55. **Approximately what percentage do you contribute to your total family income?**

________percentage

56. **Did you grow up in the Memphis area?**

(Circle one)

1. Yes
2. No

57. **Do you presently hold another part-time or full-time job outside of Memphis City Schools?**

(Circle one)

1. Yes
2. No

58. **Do you expect to hold a paying job outside of Memphis City Schools this summer?**

(Circle one)

1. Yes
2. No

59. **Which category represents the total combined pretax income of ALL FAMILY MEMBERS in your household during 1992?** *This includes money from jobs, business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received from family members in your household who are 14 years of age or older.*

(Circle one)

1. Less than $10,000
2. $10,000-14,999
3. $15,000-19,999
4. $20,000-24,999
5. $25,000-29,999
6. $30,000-34,999
7. $35,000-39,999
8. $40,000-49,999
9. $50,000-59,999
10. $60,000-74,999
11. $75,000-99,999
12. $100,000 or more

PART F. GENERAL COMMENTS

60. **What are the most pressing problems you face as a teacher? For each identified problem, list what actions you believe the MCS should take to solve it. Please be specific.**

Problem #1: ______________________________

List actions needed to solve problem #1 above:

____

____

____

Problem #2: ______________________________

List actions needed to solve problem #2 above:

____

____

____

Problem #3: ______________________________

List actions needed to solve problem #3 above:

____

____

____

61. **Inclusion of students with disabilities on a fulltime basis in general education classes, with appropriate support, is being proposed by many groups and educational leaders throughout the country.**

We want your opinion on the extent to which students with disabilities should be included in general education classes in the Memphis City Schools. Please indicate which statement best describes your position on this issue.

(Circle only one)

1. We should serve fewer students with disabilities in general education settings than we are now serving in the Memphis City Schools.
2. We should continue to serve those students with disabilities that we are presently serving in general education settings; no changes need to be made.
3. We should include more students with disabilities in general education settings than we are now serving, however, some students are better served in special education settings.
4. Almost all students with disabilities could be included in general education settings for most of the school day given appropriate support.
5. I do not have an opinion on the inclusion of students with disabilities in general education settings.

Please feel free to express your opinions about the inclusion of students with disabilities in general education settings in more detail below.

62. Please feel free to make any comments below regarding your teaching career in general, as well as your teaching experience in the MCS.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE